ED 293 975 AA 001 177

Resources in Education (RIE). Volume 23, Number 10.
Educational Resources Information Center (ED), Washington, DC.; ORI, Inc., Bethesda, Md. Information Systems Div.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 88
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $51.00 (Domestic), $63.75 (Foreign).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 293 990 CE 049 804

Simmons, Judy D.
Read On! II. A Sequential Reading Series. Book 2 and Workbook 2: Musical Mix-Up.
Literacy Volunteers of America, Inc., Syracuse, NY.
SPONS. AGENCY- GTE Foundation, Stamford, CT.
PUB DATE- 87
NOTE- 122p.; For related documents, see CE 049 802-808.
AVAILABLE FROM- Literacy Volunteers of America, Inc., 5795 Widewaters Pkwy., Syracuse, NY 13214. Textbook (Stock No. 81222: $3.75); Workbook (Stock No. 81232: $2.00); complete set of six textbooks, six workbooks, and Tutor Resource Sheets: $40.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Adult Reading Programs; Context Clues; Illiteracy; *Language Experience Approach; *Literacy Education; *Reading Instruction; Remedial Reading; Sight Vocabulary; Teaching Guides; Textbooks; Tutorial Programs; Tutoring
IDENTIFIERS- *Assisted Reading Instruction

This textbook is the second of six textbooks in a sequential reading series that makes use of the principles of modeling and assisted reading. The series can be used with small groups of three to five learners, with individual learners, or in a peer situation. The approach is that of modified language experience using sight words and context clues and incorporating the decoding skills of phonics and word patterns. General directions for the instructor appear first. Specific directions for the instructor appear throughout the textbook opposite the learners' pages. One story divided into 10 units is provided. Attachments include a list of suggested activities, the text's scope and sequence, and word lists. The companion workbook contains exercises that are integrated with the textbook. Workbook activities correspond with each of the 10 textbook units and may be given for independent work or home practice. Types of workbook activities include multiple choice, matching, short answer, word formation, and composition (writing). (YLB)

ED 294 004 CE 049 997

Lawton, Stephen B.; Donaldson, E. Lisbeth
The Cost of Adult Continuing Education in Ontario.
Ontario Association of Education Administrative Officials, Toronto.
SPONS. AGENCY- Ontario Dept. of Education, Toronto.
PUB DATE- 23 Nov 87
NOTE- 241p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Education; *Continuing Education; *Educational Equity (Finance); Educational Finance; *Expenditure per Student; Foreign Countries; Postsecondary Education; *Program Costs; *School District Spending
IDENTIFIERS- *Ontario

An investigation into the costs of adult continuing education in Ontario was conducted to provide information that could be used in setting the level of provincial grants for continuing education programs. The research was carried out over a 6-month period from April to October 1987. The research strategy involved three stages: a review of the literature on continuing education funding, a survey of 1986 continuing education expenditures in Ontario school boards, and six case studies of continuing education programs in a sample of Ontario school boards. An analysis of the data gathered found five key issues and five subordinate issues. Key issues are as follows: (1) the average expenditure per continuing education average daily enrollment in 1986 for the province as a whole was $2,816; (2) it is unlikely that current differences in rates of pay between continuing education and day school teachers will remain, especially in the case of credit classes for which certificated teachers are required; (3) expenditures per pupil for continuing education programs are less than those for day school programs in large part due to the lower levels of service being provided; (4) adult continuing education is the "frontier" of educational development and is in a state of disarray; and (5) the lack of provincial funding for all general interest courses deprives some groups of this service and the opportunity to enhance the skills and health of Ontario residents. (Two appendices making up nearly half the document contain (1) the six case studies and (2) the questionnaires and interview guides. A brief bibliography is included. (KC)

ED 294 017　　　　　　　　CE 050 044

Meltzer, Phyllis
Volunteer Service Agreements: A New Strategy for Volunteer Management.
PUB DATE- Mar 88
NOTE- 14p.; Paper presented at the Annual Meeting of the American Society on Aging (34th, San Diego, CA, March 18-22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Learning; Adults; Andragogy; *Contracts; Job Training; *Museums; Program Development; Supervisors; *Volunteers; *Volunteer Training

As new types of volunteers come into the field--working people, retirees, executives--new methods are needed to hold their interest and ensure their cooperation while preserving the goals of the organizations they serve. Some of those organizations, especially museums, are using volunteer service agreements to attract and hold volunteers and to enhance their experiences while increasing their usefulness to the museum. Volunteer service agreements spell out what is expected of volunteers in terms of knowledge, experience, amount of work time, attendance at training courses, and other items, while also spelling out the obligations of the museum to provide insurance, learning opportunities, training, and so forth. Volunteer managers should seek input from volunteers when setting up and developing programs to meet their training and continuing education needs. Continuing education programs should be self-directed as far as possible and should have built-in evaluation processes. Volunteer service agreements allow volunteers to take greater responsibility for their own learning with concommitant enthusiasm and dedication to the museum, while allowing volunteer managers to grow in their jobs; such agreements align the activities of both with the mission of the museum. (KC)

ED 294 031 CE 050 077

Malley, James R.; Hady, Thomas F.
A Simple Forecasting Model Linking Macroeconomic Policy to Industrial Employment Demand.
Economic Research Service (DOA), Washington, DC. Agriculture and Rural Economics Div.
PUB DATE- Apr 88
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Economics; Employment; Employment Problems; Industrial Personnel; Industry; *Labor Needs; *Metropolitan Areas; *Models; *Public Policy; Regional Characteristics; *Rural Areas; Trade and Industrial Education; Vocational Education

A study detailed further a model linking monetary and fiscal policy to industrial employment in metropolitan and nonmetropolitan areas of four United States regions. The model was used to simulate the impacts on area and regional employment of three events in the economy: changing real gross national product (GNP) via monetary policy, holding the real compensation index across industries constant; changing the real compensation index in one industry, holding GNP and real compensation in the other three industries constant; and comparing the employment implications of varying levels of GNP growth. The simulations suggested that changes in monetary and fiscal policy have significantly different effects in different parts of the country. The magnitude of the employment impact on nonmetropolitan areas depended on assumptions about industrial composition and worker compensation. (Four data tables are appended.) (YLB)

ED 294 046 CE 050 102

Hayton, Geoff
Occupational Clusters of the Engineering Technical Workforce.
TAFE National Centre for Research and Development, Payneham (Australia).
REPORT NO.- ISBN-0-86397-257-8
PUB DATE- 86
NOTE- 200p.; Parts of the appendix contain small type. Appendixes E-F are not included in this document. For summary report, see ED 286 059.
AVAILABLE FROM- Nelson Wadsworth, P.O. Box 4725, Melbourne, Victoria 3001, Australia.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Competence; Continuing Education; Educational Needs; *Engineering Education; *Engineering Technicians; Foreign Countries; *Job Skills; *Occupational Clusters; *Occupational Information; Postsecondary Education; Trade and Industrial Education
IDENTIFIERS- Australia

A study was undertaken to provide information on the overall structure of the engineering workforce in Australia and the job functions of each occupational cluster. In the study, the term "engineering technical workforce" was defined as all staff primarily performing engineering functions between the levels of tradesperson and professional engineer or surveyor. The study involved a review of literature, interviews with Technical and Further Education and Training Authority staff and engineering workers, and two national surveys that obtained data from more than 2,000 persons throughout Australia. Data were analyzed through cluster analysis. Ninety-nine primary clusters were identified; these merged into intermediate clusters and then four major clusters: engineering systems and administration, civil engineering and surveying, drafting and design, and electrical and electronic engineering. The job function profile and background characteristics of each occupational cluster were drawn. The study found that the duties important to most workers were written communication, oral communication, general administration, the use of calculators and computers, and engineering drawing. The study showed that there are two primary levels of technical engineering workers: associates and technicians, with associates having completed more education and technicians having more on-the-job training. Recommendations for changes to course organization and content were made as a result of the study. (KC)

ED 294 059 CE 050 149

Whitfield, Edwin A., Ed.; And Others
Improving Career Development through Counselor Education Programs. Proceedings of the 1985 Counselor Education Career Development Workshop Series.
Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 86
NOTE- 167p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Role; *Career Choice; Career Counseling; *Career Development; Career Education; Career Exploration; *Career Guidance; Counselor Educators; *Counselor Training; Decision Making; Disabilities; Elementary Secondary Education; Guidance Programs; Lifelong Learning; Postsecondary Education; Program Improvement; Public Agencies; State Agencies; Vocational Education; Vocational Evaluation; Vocational Rehabilitation

Five workshop presentations on career development--trends and implications are "Work and Society: Implications for Counselor Education" (Herr); "Major Trends in Career Development Theory and Practice: Implications for Counselor Education" (Gysbers); "Career Development: The Home and Family" (Otto); "Career Development in Business and Industry" (Knowdell); and "Support for Counselor Training and Retraining through the Carl D. Perkins Vocational Education Act of 1984" (Bottoms). Five papers on career choice--the individual and society include "Undecided Students: A Population with Special Career Decision-Making Needs" (Gordon); "Career Time Perspective in Special Populations" (Savickas); "Comprehensive Career Counseling" (DiRusso, Gill-Wigal); "Motivational Disability Problems in Rehabilitation" (Silverman); and "Resolving Work/Sex Role Conflicts: A Model for Conceptualization and Intervention" (Cook). Six presentations on enhancing career choice--programs, methods, and materials are "Using Labor Market Information in Career Exploration and Decision Making" (Bhaerman); "Taxonomy of Career Counseling Situations" (Cochran, Reuschman); "How To Improve a School Guidance Program" (Gysbers); "Determining Career Positions and Career Readiness: A Counseling/ Curriculum Strategy" (Santoro); "Vocational Assessment for Special Needs Students" (Shepard); and "Placement and Recruitment" (Hauck, Myers). Five papers on career development--legislative and funding perspectives are "Implications of Counselors/S.W. Licensure Law for Counselor Education" (Nemec); "Helping Counselors Access the Legislative Process" (Hickey); "Getting Involved in the Legislative Process" (Bottoms); "In Search of External Resources: Toward Guidance Program Improvement" (Drier); and "Political Actions for Counselor Educators" (Miller). The final 11 papers are on career development--state and community agency roles and perspectives: "Career Development Service within Rehabilitation" (Richardson); "Adult Services for the Mentally Retarded and Developmentally Disabled" (Tisdale); "OBES/JTPA Division" (Clayborn); "Ohio's Career Development Program" (Shylo); "Counseling Programs within the Ohio Bureau of Employment Services" (Gehl); "Guidance and Testing: Ohio Department of Education" (Whitfield); "Counseling for Alcohol and Drug Addiction" (Brown); "Vocational Rehabilitation Counseling" (Havranek); "Counseling within Youth Services Schools" (Whitt); "The Employment and Education Commission of Franklin County: Goals and Objectives" (Dawson); and "Comments to the Workshop Participants" (Seifert). (YLB)

ED 294 073   CG 020 739

Kinsella-Shaw, Mary; And Others

Dual Career Mothers' Role Conflict, Parental Roles, and Gender Roles.

PUB DATE- 87

NOTE- 26p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Dual Career Family; *Employed Parents; *Mothers; Parent Role; *Role Conflict; Sex Role; Working Hours

The increasing numbers of married women working make the study of dual career mothers an important topic for the psychology of women. Such research is vital to helping women integrate careers with family life. A study was conducted to examine the extent to which gender role, number of hours worked per week, and number and age of children relate to mothers' interrole conflict and perception of parental role responsibilities. Married mothers (N=130) who also had a career completed a demographic questionnaire, the Personal Attributes Questionnaire, the Perception of Parental Role Scales, and the Inter-role Conflict Scale. Results from a canonical analysis revealed a relationship between two sets of variables: expressiveness, androgyny, and number of children over age 19 (set 1) were related to the degree of professional/parent inter-role conflict, professional/self inter-role conflict, and the perceived importance of the parent's role as interface between child and family (set 2). (Author/NB)

ED 294 087   CG 020 753

Kauppinen-Toropainen, Kaisa
Do Women Profit from the Fact That They Perform the Same Sort of Work as Men?
PUB DATE- Aug 87
NOTE- 14p.; Paper presented at the Annual International Council of Psychologists Annual Convention (45th, New York, NY, August 22-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Employees; *Employment Patterns; Foreign Countries; Laborers; Labor Market; *Nontraditional Occupations; *Occupational Surveys; *Quality of Working Life; Salaries; *Sex Differences; Sex Discrimination
IDENTIFIERS- Finland

The Finnish labor market is sharply segregated by sex. Previous research has shown the work of women to be inferior to that of men in that the work of women is less autonomous, allows less freedom for self-regulation and self-determination, is more restricted in space and time, and is more monotonous. This study sought to determine whether the segregation of work by sex at the work place affected the qualitative aspects of women's work. Data were taken from the Finnish Survey on the Quality of Work involving a representative sample of the Finnish wage-earning population (N=4,502), with 48 percent women workers and 52 percent men. Workers were classified into three categories (single sex, balanced, and token groups) according to functional segregation. Results showed that women usually did profit from the fact that they performed the same sort of work as men, although this effect was more apparent for the high status white-collar than for blue-collar women. Results from the Finnish Quality of Work Survey showed there were no objective reasons women should not enter the typical male-dominated occupations since the salaries are high, work is autonomous, varied and less paced. However, there are not such reasons for men to enter typical female-dominated occupations since men lost in pay with the integration of work by sex. (ABL)

ED 294 103 CG 020 769

Sheehan, Nancy W.; Wisensale, Steven
Discharge Policies in Senior Housing.
PUB DATE- 87
NOTE- 27p.; An earlier version of this paper was presented at the Annual Meeting of the Gerontological Society (Washington, DC, November 18-22, 1987). This research was partially supported by a grant from the University of Connecticut Research Foundation.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aging (Individuals); Daily Living Skills; *Housing; Housing Needs; *Older Adults; Self Care Skills; Social Integration; *Social Support Groups
IDENTIFIERS- *Frail Elderly

Elderly housing has become a special concept in which level of activity, social support, and social integration may be more important than square footage or closet space. An increased concern among housing specialists has been the ability of traditional senior housing to meet the needs of frail tenants who have "aged in place." As tenants survive into and beyond their 80s, housing sponsors must address the problems of growing numbers of frail tenants. This study was conducted to describe the capability of senior housing to meet the support needs of frail tenants and to understand the formulation of discharge policies which address frailty among tenants. Two methods to assess discharge policies were used: a survey of housing sponsors and in-depth telephone interviews with selected housing personnel. The results indicated that few housing sponsors had developed discharge policies concerning frail tenants. Rather, decisions regarding frail tenants were made on a case by case basis. Overall, housing sponsors reported low turnover rates and few problem discharges. These findings have implications for senior housing as a component of the long-term care system. (Author/NB)

ED 294 117 CG 020 783

Children's Mental Health: Promising Responses to Neglected Problems. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session.

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 14 Jul 87
NOTE- 242p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adolescents; *Children; *Emotional Disturbances; *Emotional Problems; Hearings; *Mental Health Programs; Program Effectiveness
IDENTIFIERS- Congress 100th

This document presents witnesses' testimonies and prepared statements from the Congressional hearing called to examine children's mental health issues, including the prevalence of mental illness among children, barriers to effective treatment, and responses that are effective in helping children and families. Witnesses providing testimony include: (1) Glenda Fine, director of the Parents Involved Network Project and mother of an adolescent son with serious emotional problems; (2) Jean Gaunt, foster parent and mother of an adopted son with emotional problems; (3) Leonard Saxe, principal author of the Office of Technology Assessment Report on Children's Mental Health; (4) Jane Knitzer, director of the Division of Research, Development and Policy, Bank Street College of Education; (5) Robert Friedman, director of the Research and Training Center for Improved Services for Seriously Emotionally Disturbed Children at the Florida Mental Health Institute; (6) Stuart McCullough, director of the Contra Costa County Department of Mental Health, California; (7) Marilyn Mennis, Philadelphia Child Guidance Clinic, Pennsylvania; (8) Bertrand L'Homme, executive director of City Lights community-based day treatment program for adolescents, Washington, D.C.; (9) Thomas Davis, Alexandria Mental Health Center, Louisiana; (10) Randall Feltman, Children's Services Demonstration Project, Ventura County Mental Health Services, California and (11) Judith Shanley, assistant commissioner of the Eric County Department of Mental Health, Buffalo, New York. Materials submitted for the record are included. (NB)

ED 294 131 CG 020 797

Mental Health Services under Medicare. Hearing before the Subcommittee on Health of the Committee on Finance. United States Senate, One Hundredth Congress, First Session.
Congress of the U.S., Washington, D.C. Senate Committee on Finance.
REPORT NO.- Senate-Hrg-100-323
PUB DATE- 18 Jun 87
NOTE- 129p.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Federal Aid; *Federal Programs; Health Insurance; *Health Services; Hearings; *Mental Health
IDENTIFIERS- Congress 100th; *Medicare; *Prescription Drugs

This document presents witnesses' testimonies and prepared statements from the Senate hearing called to examine coverage of prescription drugs and mental health services under the Medicare program and to consider the feasibility of various options for including coverage of these items and services under Medicare. The prescription drug coverage principles discussed include the nature and scope of the coverage; the use of deductibles, coinsurance, and other cost sharing; the administration of the benefit; reimbursement; quality assurance; cost and utilization control; and the financing of the benefit. Mental health service issues covered include the nature of any changes in coverage, changes in types of services that are subject to the current coverage limits, and the financing of any benefit expansion. Statements are included by Senators John Heinz and George Mitchell, and by Representatives Thomas Downey, William Coyne, and Sander Levin. Witnesses providing testimony include: (1) Robert Helms, United States Department of Health and Human Services; (2) Steven Sharfstein, former Deputy Medical Director, American Psychiatric Association; (3) Ann Utley, National Mental Health Association; (4) Malcolm Strickler, National Association of Private Psychiatric Hospitals; and (5) Alan Spielman, executive director of Government Programs Legislation, Blue Cross and Blue Shield Association. Other materials submitted for the record are included. (NB)

ED 294 145 CS 009 128

Strategies & Ideas for Young Readers in Chapter 1 Instructional Activities. Bulletin No. 1826.
Louisiana State Dept. of Education, Baton Rouge.
PUB DATE- 87
NOTE- 134p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Annotated Bibliographies; Beginning Reading; Cognitive Style; Holistic Approach; Language Experience Approach; Mastery Learning; Primary Education; Reading Achievement; Reading Difficulties; *Reading Instruction; *Reading Materials; Reading Processes; *Reading Programs; Reading Skills; *Reading Strategies; *Remedial Reading; Sustained Silent Reading
IDENTIFIERS- Diagnostic Prescriptive Approach; *Education Consolidation Improvement Act Chapter 1; Reading Management

Focusing on remedial reading instruction for primary level students (grades K-3), this handbook presents training materials for teachers and coordinators of Chapter 1 reading programs. After a discussion on the nature and purpose of the program, the handbook describes a model of Chapter 1 programming, presenting three combined approaches that are used in the model: the diagnostic-prescriptive approach, utilizing subskills; mastery learning; and holistic reading instruction. The second section reviews information about young readers, focusing on reading problems and learning styles, with implications for Chapter 1 instruction and diagnostic tests for detecting hemispheric, eye, and hand dominance. The third section of the handbook presents ideas and strategies for young readers, providing a case study of a diagnostic-prescriptive approach activity, and guidelines for implementation of a mastery learning unit. Other sections consist of: (1) 25 holistic reading strategies, including the language experience approach, neurological impress method, and sustained silent reading; (2) modality preference learning style strategies for visual, auditory, and kinesthetic learners; (3) learning style strategies for right-brain learners, including the whole-word approach, sequencing events, and phonics; (4) a sample weekly schedule; and (5) susgestions for coordination with the classroom teacher. An annotated bibliography of books for enriching remedial reading, the International Reading Association's 1984 book list of "children choices," a list of 98 "predictable" books, and 24 references are appended. (MM)

ED 294 159 CS 009 147

Martuza, Victor R.; Johns, David M.

A Manual for the 3 Rs: Reading, Reflecting and Reacting. Instructional Model.

PUB DATE- 86
NOTE- 77p.; Development of this manual was supported by the Center for Instructional Effectiveness at the University of Delaware.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Class Activities; Classroom Environment; Communication Skills; *Critical Thinking; Discussion (Teaching Technique); *Educational Change; Educational Philosophy, Higher Education; Reading Instruction; Role of Education; *Student Motivation; Teaching Methods; *Teaching Models; Testing Problems
IDENTIFIERS- *3 Rs; Freire (Paulo); Nation at Risk (A)

In response to the negative learning environment found in most public schools today, a pedagogical method known as "The 3 Rs" (Reading, Reflecting, and Reacting) was developed to help schools produce active participants in a democratic and pluralistic society. Inspired by the literacy work of Paulo Freire, the method makes extensive use of small group discussion within the context of small and medium sized classes, and considers the role of student motivation to be very important. The technique, which involves the repeated application of a three-step procedure to each topic in a course, appears to promote the development of a variety of higher-order cognitive and affective student characteristics. The initial tryout of the method occurred in a University of Delaware course entitled "Sociological Foundations of Education," with an enrollment of 48. Interviews of the participants revealed an overwhelming amount of student agreement on the value of the technique in promoting many kinds of personal development and stimulating interest in topics initially thought to be boring. An independent course evaluation conducted by the Department of Educational Studies also revealed very positive student response. (Eleven references are attached, as well as a 27-page appendix, which includes materials, activities, and forms used in the initial tryout.) (ARH)

ED 294 173 CS 211 143

Stevenson, Zollie, Jr.; Kosmidis, Mary
The Impact of Composition Aides on Writing in the District of Columbia Public Schools: The First Six Months.
District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance and Management Planning.
PUB DATE- 30 Jul 87
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Educational Assessment; Elementary Education; Instructional Effectiveness; Program Effectiveness; *Program Evaluation; Public Schools; Surveys; *Teacher Aides; *Writing Instruction; Writing Research
IDENTIFIERS- District of Columbia Public Schools; *Teacher Aide Evaluation

To determine the impact of Composition Aides (CA's)--aides hired to assist teachers in giving students increased writing practice--on student opportunity to write in the District of Columbia Schools, a study investigated the characteristics of CA's, their usefulness, and the amount of time they spent performing various activities. During May and June of 1987, surveys were administered to 32 CA's, all teachers supervising CA's, and a sample of English teachers without CA's. Overall response rates were 50% for CA's, 59% for supervisors of CA's, and 80% for teachers without CA's. After the first six months of operation, findings indicated that when CA's are present in the schools, students complete more writing assignments during an average week than do students in classes without CA's, and more activities including direct writing are emphasized in the classroom. Eight tables of data are included. (MM)

ED 294 187   CS 211 170

Baker, Eva L.
Time To Write: Report of the US-IEA Study of Written Composition.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 87
NOTE- 30p.; Invited presentation at the IEA General Assembly (New York City, NY, September 1987). Project also partially supported by the MacArthur Foundation. For related documents, see ED 271 762 and ED 286 194-195.
GRANT- NIE-G-85-0006
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; Comparative Analysis; *Cross Cultural Studies; Grade 6; Grade 10; Grade 12; Instructional Effectiveness; Secondary Education; *Writing (Composition); *Writing Evaluation; Writing Research
IDENTIFIERS- *IEA Study of Written Composition; *International Assn Evaluation Educ Achievement

Examining the status of the United States National Study of the International Evaluation of Educational Achievement Study of Written Composition (IEA-SWC), this report discusses the results of SWC, which attempted to assess, nationally and internationally, the quality of student writing in schools by collecting and evaluating student compositions. After a discussion on the nature of the writing process, the report presents a brief overview of SWC, noting its focus on sixth, tenth, and precollegiate twelfth grades, and describing the range of writing tasks and topics collected. The report also examines challenges which confront the study, including fundamental doubts about the quality of writing assessment, the validity of comparative educational effects assessed through writing compositions, and topic selection control. The report concludes that the US students' compositions met or exceeded the standard for minimally competent writing on major discourse tasks (narratives, persuasive essays, and reflective essays). Four tables are included in the report, and 40 references are appended. (MM)

ED 294 201 CS 211 185

DeCiccio, Albert C.
Social Constructionism and Collaborative Learning: Recommendations for Teaching Writing.
PUB DATE- Mar 88
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Communication; *Classroom Environment; Classroom Techniques; Higher Education; Interpersonal Communication; Peer Groups; Secondary Education; Social Influences; *Teacher Role; Teacher Student Relationship; Teaching Methods; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Collaborative Learning; Collaborative Writing; *Social Constructionism; Speaking Writing Relationship; Writing Attitudes; Writing Development; Writing Strategies

In writing instruction, emphasis should be placed on developing a sense of a community, focusing on the social or collaborative view of writing. This view contends that writing is taught best as collaborative learning, with the classroom providing a social context in which students come together to develop their writing skills. In the collaborative classroom the teacher is a facilitator, setting up an environment for students to work together on all stages of the writing process. Conversation is encouraged, because writing is viewed as internalized talk. A close connection exists between this type of collaborative learning and social constructionism, or the social construction of knowledge. Social constructionism states that meaning is not privately constructed, but is generated by social interaction. Advocates of social constructionism believe that the goal of education is to engage the human community in problem-solving and in an ongoing conversation of humankind. Therefore, if both thinking and writing are seen as forms of conversation, then collaborative learning as it relates to the teaching of writing is a practical outcome of social constructionism. Several teaching strategies can be employed to create a collaborative environment, such as encouraging group work, re-evaluating writing assignments, and redefining the teacher's role in the writing process. (A selected bibliography of social constructionism and collaborative learning in composition is appended.) (MM)

ED 294 215 CS 211 200

Haswell, Richard H.
Contrasting Ways To Appraise Improvement in a Writing Course: Paired Comparison and Holistic.
PUB DATE- Mar 88
NOTE- 22p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- College English; *Evaluation Methods; Freshman Composition; Higher Education; *Holistic Evaluation; Scoring; Testing Problems; Writing (Composition); *Writing Evaluation; Writing Research
IDENTIFIERS- Evaluation Research; *Intrasubject Paired Comparison

To compare the different images of writing that different assessment methods produce, a study examined two formal writing assessments--holistic and the specially developed intra-subject paired comparison method (IPC)--of pre/post university freshman composition-course writing. The samples of writing were unrehearsed, 50 minute, in-class essays. Forty students were randomly selected from freshman composition courses to write on pre/post switched topics. Essays were evaluated by both IPC and holistic methods. IPC differs from holistic evaluation by making an analytical evaluation of two essays written by the same student (one early and one late in the course), comparing separate writing subskills (ideas, support, organization, diction, syntax, mechanics, and overall quality). Findings indicated that holistic evaluation was more costly (44 rater-hours as opposed to 33 for the IPC) and time-consuming. Both methods seemed equally sensitive in detecting overall improvement. However, the IPC method recorded more individual improvement because it rated subskills separately. (Six figures and one table of data are included.) (MM)

ED 294 229   CS 211 215

Willey, R. J.
Audience Awareness and Critical Essays on Literature: Helping Students Become Part of an Interpretive Community.

PUB DATE- Mar 88
NOTE- 26p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College English; Critical Reading; Critical Thinking; Essays; *Freshman Composition; Group Discussion; Higher Education; *Literary Criticism; Literature; Peer Evaluation; *Reader Response; Reader Text Relationship; Student Attitudes; Teaching Methods; Writing Exercises; Writing Instruction
IDENTIFIERS- Audience Awareness; *Interpretive Communities; *Reader Response Criticism; Text Factors

Before students are able to write fairly original, successful, critical essays on literature, they need to become experienced members of the audience for whom they will write, sharing fully the social context of critical writing by becoming part of an interactive, interpretive community. This reader-response technique appears to be the best critical viewpoint for the freshman composition class to adopt. One way to guide students through this method is to first introduce the reading process, the basics of reader response, and German aesthetic theories. Students then react to literary works on the basis of their own unguided, unfocused, aesthetic reactions to the text. As students discover the elements of the literary work, the critical vocabulary they will need for their own critical essays is then introduced within the contexts of their discussions of the work. Next, students turn to the literary text itself in order to develop and support their viewpoints about that text, giving the text its proper power. As students working in an interpretive community with the literary text before them, they will exchange and confront one another's readings of the text and move from their own experience into the text itself in order to interpret how they all arrive at those meanings. Finally, the "alternative criteria of validity" that students agree upon within their interpretive communities can supply them with the problems they can define and solve in their essays. (Thirteen references are appended.) (MS)

ED 294 242 CS 211 232

Nelson, Jack A.
The Genius of Passion: Esquire, Coronet and Ken Magazines.
PUB DATE- Jul 88
NOTE- 16p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Entrepreneurship; *Periodicals; Popular Culture; *Publishing Industry; Recreational Reading
IDENTIFIERS- *Art Publications; Historical Materials; Organizational History; Print Media; *Smart (David A)

In a time of modern magazine management practices and well-researched corporate decisions, the development of "Esquire" magazine in 1933 offers a refreshing example of Entrepreneurship. David A. Smart, publisher of "Esquire," "Coronet" (an arts magazine) and "Ken" (a news weekly), plunged ahead in the magazine business where other publishers would not have dared to venture. After his success with "Esquire," he started "Coronet," a magazine so richly illustrated that it became a collector's item. Smart believed the magazine was something the public ought to like, and if it did not make money it could be supported by "Esquire's" profits. Another art magazine, "VerveMDNM," that Smart bought on a whim, printed specially commissioned covers by some of the world's greatest artists. However, "Ken," the liberal newsweekly started before World War II, folded when the editors found that advertisers did not like their political articles. Teaming up with Arnold Gingrich as the editorial genius behind his magazines, Smart built a publishing empire that set the way for other magazines to follow. In some ways, as with his art magazines, he was ahead of his time. In addition, "Esquire" magazine led the way for dozens of imitators that filled the "girlie-magazine" gap when Smart's publication moved toward greater respectability. (One page of footnotes is appended.) (MM)

ED 294 257 CS 506 122

Matviko, John

How Far Do You Go and How Much Do You Show: Pittsburgh Television News Media and the R. Budd Dwyer Suicide.

PUB DATE- Apr 88
NOTE- 18p.; Paper presented at the Annual Meeting of the Eastern Communication Association (79th, Baltimore, MD, April 27-May 1, 1988). Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Censorship; Content Analysis; *News Media; Nonprint Media; Programing (Broadcast); Suicide; *Television
IDENTIFIERS- Controversy; Media Bias; *Media Coverage; *Media Ethics; Media Events; Media Responsibility; Pennsylvania (Pittsburgh); Television News; Television Role

Only one Pittsburgh television station (WPXI) chose to show the entire event when R. Budd Dwyer, Pennsylvania state treasurer, shot himself at a televised news conference. Within 12 hours, the focus of the story had shifted from Dwyer himself to the media's coverage. Was WPXI wrong to show the suicide? Were the other stations wrong to curtail the public's right to know? On an "Action News Special Report" news editors reasoned that showing the suicide was too gruesome, too graphic, served no purpose, and that the audience did not want to see it. "Pittsburgh 2Day," a locally-produced talk show, devoted its entire hour to media coverage of the suicide. Media persons on the show questioned whether it was right to "manage" the news. A telephone poll of viewers revealed that 46% felt the entire suicide should have been shown and 54% felt it should not. WPXI's decision not to participate in "Pittsburgh 2Day" lessened the effectiveness of the discussion and led people to conclude that WPXI staff regretted having shown the suicide. The media missed an opportunity to address the larger issue of the need for differing points of view in a democracy. The next time such a controversial event happens, each Pittsburgh station will probably make the same decision as the others regarding proper coverage. (Twelve figures are included.) (MHC)

ED 294 271 CS 506 137

Aitken, Joan E.
Stephenson's Q Methodology: A Unique Tool for Research and Instruction.
PUB DATE- Jun 88
NOTE- 35p.; Paper presented at the Annual Meeting of the Canadian Communication Association (Windsor, Ontario, Canada, June 1988). Appendix containing descending array of Z-scores may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Communication Research; Computer Software; Data Analysis; Higher Education; Instructional Effectiveness; *Personality Assessment; Personality Measures; *Q Methodology; *Research Methodology; Teaching Methods
IDENTIFIERS- Intrapersonal Communication; Music Videos; Research Curriculum; Research Trends; Stephenson Q Methodology

Q methodology, a theory-based research technique begun by William Stephenson, permits a scientific approach to the study of subjective ideas, and proves useful in studying intrapersonal communication processes in a variety of contexts. The Q-sort, which incorporates Q methodology into a measure, allows respondents to sort statements (pictures or other materials) according to an agree--disagree (pleasure--unpleasure) continuum. Using this method, researchers can construct a theoretically based measure in which the respondents restructure information to reflect their interpretations. A study on music videos effectively illustrates the use of Q-sort statements as a research tool. Q methodology can also be used as an instructional tool, as demonstrated by a sophomore level interpersonal communication course structured around the design and completion of three Q-sorts. Course evaluations indicated that the use of Q methodology was an effective teaching strategy. (A list of resources is provided, including articles and manuscripts by Stephenson, a Q research journal, and computer programs analyzing Q data. Appendixes include: (1) music video Q-sort; (2) gender communication Q-sort; (3) gender Q-sort; and (4) student analysis of gender study results. Descending arrays of Z-scores and item descriptions for types 1, 2, and 3, and 37 references are appended.) (MM)

ED 294 285 CS 506 154

Media Communications Systems, Grade 11-12. Technology Education Course Guide.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.

PUB DATE- 88

NOTE- 77p.; For related document, see CS 506 155.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Communications; *Course Content; Curriculum Guides; Educational Media; Grade 11; Grade 12; High Schools; *Mass Media; Nonprint Media; Teaching Methods; *Technical Education; *Technological Literacy

IDENTIFIERS- North Carolina; Print Media

Developed by the North Carolina Curriculum Study Taskforce to meet every student's need to be technologically literate, this technology education course guide outlines a media communications systems course for grades 11-12. After a brief explanation outlining the use of the curriculum guide in an instructional system involving the teacher, students, textbook, laboratory sheets, apparatus, the curriculum guide, and a reference library, an introduction to the mass communication systems course is provided. A course outline gives the title and content of each of the eight sections, and the number of days expected to complete each section, followed by a course content outline. Section topics include: (1) the mass communication process; (2) organization of communication industries; (3) designing the mass communication product; (4) preparing the product design for production; (5) delivering and/or marketing the product; and (6) mass communications and society. Each section includes an overview of the content, a list of objectives, several activities with instructions for presentation, and a bibliography of recommended texts with appropriate chapters and pages for that particular section. A list of resources to develop student activities (magazines, films, and other media) is appended. (MM)

ED 294 299 EA 019 909

Pechman, Ellen M.; King, Jean A.
Analyzing the School Evaluation Use Process To Make Evaluation Worth the Effort.
PUB DATE- Apr 86
NOTE- 22p.; Paper presented at the Annual Meeting of the American Eduational Research Association (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Utilization; *Innovation; Longitudinal Studies; *Organizational Theories; *School Districts; *School Organization; Urban Schools

This paper describes a structure for assessing the school evaluation use process developed from a longitudinal case study of districtwide and school level evaluation procedures in a large urban school district. Two fundamental questions guided the study: (1) Why isn't the evaluation process more useful to decision-makers and practitioners? and (2) If it is not useful, is it worth the effort? In the absence of pertinent literature, research focused on people on the "front lines"--the teachers, principals, and project implementers. Central office managers, and evaluators were consulted to determine possible communication gaps. Data were collected over a 6-year period through formal and informal observation of activities and interviews with key actors responsible for implementing evaluation unit functions. Results showed that program evaluation in schools involves implementing a complex, innovative concept that for most school staff (including managers) is unfamiliar, confusing, and even intimidating. This means evaluation use is not a simple matter of reviewing recommendations and following through on suggested changes. In reality, the evaluation use process challenges people to modify their routines and design new ways of accommodating to changing job demands. After discussing evaluation and innovation, the structure of school evaluation use is explained and applications are outlined. As with other innovations, integrating evaluation into complex school organizations is evolutionary and likely to cause disruption. Even so, evaluation is well worth the effort. Included are two appendices and a bibliography of 43 references. (MLH)

ED 294 313 EA 019 993

Burns, Robert; Squires, David
Curriculum Organization in Outcome-Based Education.
Far West Lab. for Educational Research and Development, San Francisco, Calif.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 87
NOTE- 9p.
CONTRACT- 400-86-0009
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Standards; *Curriculum Development; *Educational Objectives; Elementary Secondary Education; Learning Strategies; Lesson Plans; School Districts; Scores; Staff Development; Test Items; *Units of Study
IDENTIFIERS- *Outcome Based Education

The following major activities are discussed to guide educators through the complexities of curriculum organization. The first, defining outcomes, includes: (1) exit outcomes that express broad educational goals; (2) unit objectives; and (3) lesson objectives. The second major activity, developing learning units, includes: (1) opening lessons; (2) initial instruction; (3) a nongraded formative test; (4) provisions for providing alternative learning activities for those students requiring additional help or enrichment material; and (5) a second administration of a parallel mastery test. The third major activity, aligning curriculum, has two interpretations. One interpretation of curriculum alignment is the coordination of curriculum documents; a second interpretation is "testing what is taught." The fourth major activity, managing the curriculum, requires a good management system that needs to be able to do several things: (1) identify when teachers have taught the learning units and which students have mastered each unit in the curriculum; (2) collect information from teachers that indicates particular units that need revision; and (3) use student learning data to provide information on areas of teacher expertise. Ways of initiating these activities are discussed. (MLF)

ED 294 326 EA 020 033

Harvey, Glen; Crandall, David P.
A Beginning Look at the What and How of Restructuring.
Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 37p.
CONTRACT- 400-86-0005
AVAILABLE FROM- Publication Sales, The Regional Laboratory for Educational Improvement of the Northeast and Islands, 290 South Main St., Andover, MA 01810 ($3.00 plus $2.50 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrative Organization; *Educational Change; *Educational Environment; Elementary Secondary Education; Equal Education; Expectation; School Demography; *School Effectiveness; *School Organization
IDENTIFIERS- *Maine

A second wave of educational reform is closely scrutinizing fundamental issues (structure, organization, management, curriculum, and instruction) and calling for at least partial restructuring of the public school system. After presenting a scenario of an ideally restructured elementary school, this paper explores the "why," "what," and "how" of restructuring for Maine faculty and administrators involved in the state's Restructuring Schools Project. Although some states have made significant progress and can point to steady standardized test scores, the dropout rate remains excessive, students still possess inadequate writing skills, and educators continue to deplore students' inability to use higher order thinking processes. Other challenges include new technological advances, growing numbers of nonfamily households, an aging population, a growing demand for skilled workers in a rapidly changing labor force, and increasing numbers of poor and minority students. Attempts to define restructuring as a solution are discussed, along with definitions of what it is not (tinkering around the edges or improving existing structures). Next, eight critical restructuring components are outlined, including the need to focus at the buiding level, educate all students, clarify and raise expectations, personalize teaching and learning, rethink administrative roles and responsibilities, apply research and development knowledge, humanize the organizational climate, and involve parents and the community. Finally, a model restructuring plan is described. Appendices detail five examples of innovative restructuring programs and list relevant resources. Also included are 36 references. (MLH)

ED 294 339 EC 202 506

Mendelson, Michael David
Maintaining Children in the Least Restrictive Environment: Bias in the Decision Making Process of Special Education Placement Teams.

PUB DATE- Nov 87
NOTE- 122p.; Paper presented at the Council for Exceptional Children's Topical Conference on the Future of Special Education (Orlando, FL, November 15-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Bias; Case Studies; *Decision Making; Elementary Secondary Education; *Eligibility; *Handicap Identification; Interdisciplinary Approach; Mainstreaming; *Mild Disabilities; Referral; Special Classes; *Student Placement; *Teamwork
IDENTIFIERS- New York (New York)

The study investigated the validity of the process of reevaluating a child's need for continued special education services especially the biasing effects of the teacher's referral statement on the decision of the multidisciplinary team. Psychoeducational profiles describing two children were distributed to 108 multidisciplinary teams in New York City. Team members (first individually and then in groups) were asked to read the case summaries and select an appropriate placement from six program alternatives. Each case was prefaced by a referral statement indicating whether the teacher supported a change of placement into a least restrictive environment. Previous review of each case by a panel of experts had determined that neither child met the state's criteria for identification of the handicapped. Results indicated that the teams' placement recommendations, like those by the individual members, were substantially biased by the teacher's opinion. Each team's placement decision was also significantly influenced by the opinion of the psychologist in the group. Although the teams tended to move children from the special class into the least restrictive alternative slightly more often than did individuals, differences between the group and the individual decision making process were not significant. Five appendices and a 69-item reference list is included. (Author/DB)

ED 294 353 EC 202 522

Murphy, Linda; Della Corte, Suzanne
Parent and Teacher Relationships.
PUB DATE- Feb 88
NOTE- 10p.
AVAILABLE FROM- Lindell Press, Inc., P.O. Box 462, South Salem, NY 10590 ($3.50 per issue; $18.00 per year).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Interpersonal Communication; *Parent Attitudes; *Parent Participation; Parent Student Relationship; Parent Teacher Conferences; *Parent Teacher Cooperation; *Special Education; *Teacher Attitudes

This issue addresses the relationship between teachers and parents of handicapped children. It explores how barriers to an effective parent-teacher relationship arise and how best to work toward a better relationship, one in which parents can positively influence the teacher's involvement with them and, in turn, one in which the teacher can enhance how the parents feel about their child. Informal meetings between teachers and parents are encouraged. A list of "do's and don'ts" for parents advises them to have realistic expectations about what the school can and cannot do, educate themselves about their child's disability and the school's programs and goals, be honest and avoid a defensive attitude, contact the school immediately before a problem becomes serious, attend school-related activities and conferences, and talk with other parents. A similar list for teachers encourages them to create an atmosphere of warmth and good feelings, be sensitive to body language, write and speak clearly without using jargon, become acquainted with community resources, convey that the child is likeable, and develop mutually arrived at goals with the parent. Other short articles discuss problems with homework and improving parent-professional interactions. (VW)

ED 293 976 CE 048 026

Supplemental Curriculum for Life Coping Skills for the Elderly. Project 310. Etowah City Schools.

Etowah City Schools, TN.

SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.
PUB DATE- 86
NOTE- 90p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Education; Community Resources; *Coping; Curriculum Guides; *Daily Living Skills; Learning Activities; *Older Adults

This curriculum guide contains materials for a course that explores ways of improving the lives of older citizens and helping them cope with the rigors and pursuits of life. Section I discusses the development of community resource files at adult basic education (ABE) sites. Forms for each step are provided. Section II presents information on the development of vertical files of information that is of concern to the elderly at ABE sites. Necessary forms are included. Section III outlines steps for participant involvement through two educational experiences: development of a band of peer group supporters and development of a hotline service for older students. Again, sample forms are provided. Section IV contains the survey form and results of a questionnaire administered to senior citizens to identify topics of interest to older adults. A priority list of the topics for the confined senior citizens who were surveyed is included. Section V consists of ABE instructor activities. Suggestions and/or directions and materials are given for activities that involve teaching with resource persons and others; teaching with games and teacher-made instruments (such as puzzles, quizzes, word problems); teaching with arts and crafts projects; teaching with films, tapes, and slides; teaching with periodical materials as sources; and miscellaneous lesson ideas. (YLB)

ED 293 991 CE 049 805

Elmore, Fred
Read On! II. A Sequential Reading Series. Book 3 and Workbook 3: Tribute to Red.
Literacy Volunteers of America, Inc., Syracuse, NY.
SPONS. AGENCY- GTE Foundation, Stamford, CT.
PUB DATE- 87
NOTE- 123p.; For related documents, see CE 049 802-808.
AVAILABLE FROM- Literacy Volunteers of America, Inc., 5795 Widewaters Pkwy., Syracuse, NY 13214. Textbook (Stock No. 81223: $3.75); Workbook (Stock No. 81233: $2.00); complete set of six textbooks, six workbooks, and Tutor Resource Sheets: $40.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Adult Reading Programs; Context Clues; Illiteracy; *Language Experience Approach; *Literacy Education; *Reading Instruction; Remedial Reading; Sight Vocabulary; Teaching Guides; Textbooks; Tutorial Programs; Tutoring
IDENTIFIERS- *Assisted Reading Instruction

This textbook is the third of six textbooks in a sequential reading series that makes use of the principles of modeling and assisted reading. The series can be used with small groups of three to five learners, with individual learners, or in a peer situation. The approach is that of modified language experience using sight words and context clues and incorporating the decoding skills of phonics and word patterns. General directions for the instructor appear first. Specific directions for the instructor appear throughout the textbook opposite the learners' pages. One story divided into 10 units is provided. Attachments include a list of suggested activities, the text's scope and sequence, and word lists. The companion workbook contains exercises that are integrated with the textbook. Workbook activities correspond with each of the 10 textbook units and may be given for independent work or home practice. Types of workbook activities include multiple choice, matching, short answer, word formation, and composition (writing). (YLB)

ED 294 005 CE 049 998

Holmes, Marion B. W.
Education for Employment Initiatives/Cities-in-Schools Program.

PUB DATE- 31 Mar 88
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Counseling; Community Organizations; *Dropout Prevention; *Employment Programs; Employment Services; Job Development; *Job Placement; Job Training; Potential Dropouts; School Community Relationship; Secondary Education; *Student Placement; Vocational Evaluation; Youth Programs
IDENTIFIERS- *Cities in Schools; Pennsylvania (Philadelphia)

The Education for Employment Initiative is a cooperative effort of the School District of Philadelphia, the Pennsylvania Office of Employment Security, and the Private Industry Council to increase the employment opportunities for students and assist them in making the transition from school to work. In the 1987-88 school year, two locations were added to the original four sites. In addition to providing career assessment and counseling, job referral, and preemployment training services, the employment centers in the six schools have a dropout prevention component. The Cities-in-Schools (CIS) program is a coordinated effort of the school district, governmental departments, and community-based organizations to meet the needs of a targeted group of at-risk students and increase their graduation rates. Services, which are delivered during the school day, take the form of re-positioned personnel or special programs and presentations, or they are provided on an as-needed, on-call basis. For the 1987-88 school year, the Pennsylvania Department of Education replicated the Philadelphia CIS model in 14 school districts under the name "Successful Students' Partnership." (Six tables summarize information on attendance rates, services provided, employment center information, CIS program information, participating agencies, and student achievement.) (YLB)

ED 294 018 CE 050 046

Smith, Wendy M.
The Effects of Increased Academic Requirements for Graduation on Secondary Vocational Education Programs.
PUB DATE- May 87
NOTE- 150p.; Ed.D. Dissertation, University of Nevada.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Education; Educational Research; *Elective Courses; *Enrollment Rate; *Graduation Requirements; Outcomes of Education; Required Courses; Secondary Education; *Vocational Education

A study examined the effects of increased academic requirements for high school graduation on enrollment trends in public secondary vocational education programs in Washington since 1983. Vocational directors of 211 school districts that had increased graduation requirements since 1983 were surveyed through questionnaires. Results indicated that although high schools varied in the number of requirements for graduation, adequate time was available for taking vocational education subjects. Over 36 percent of the time remaining during the high school years could be devoted to elective options outside of the core requirements. Cross-crediting was evident in nearly 66 percent of the school districts. Where academic classes, enrollment, or expansion increased, 40 percent of the school districts also experienced decreases in vocational program enrollments. When enrollment did increase in both academic and vocational areas, more teachers were hired. However, hirings were in the proportion of three academic teachers to one vocational teacher. All academic areas had large increases in student enrollment. Business and office education showed an extremely high increase in student enrollment, but home and family life and agriculture had a decrease in course offerings. (The survey instrument and correspondence are appended.) (YLB)

ED 294 032 CE 050 078

Ahearn, Mary; And Others

Financial Performance of Specialized Cotton Farms. Agriculture Information Bulletin Number 538.

Economic Research Service (DOA), Washington, D.C.
PUB DATE- May 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Agricultural Production; Agriculture; Farmers; Farm Management; *Field Crops; *Financial Problems
IDENTIFIERS- *Cotton

This United States Department of Agriculture summary report focuses on the revenues, costs, and finances of specialized cotton farms in 1986. The report also provides general information on all farms producing cotton. The data on which the report is based are from the 1986 Farm Costs and Returns Survey. Some of the conclusions drawn from the study are the following: (1) specialized commercial cotton farms--those with at least 50 percent of the value of their production from cotton and with at least $40,000 in total production--had relatively high net returns compared with other specialized field crop farms in 1986; (2) specialized cotton farms experienced more financial stress than most other types of farms; (3) low yields, yield quality problems in several areas, and low cotton prices were partly to blame for this financial stress; (4) large farms with sales of $250,000 or more had the most favorable returns and cost structures; (5) U.S. cotton production is concentrated in three areas that account for more than 90 percent of total production--the Delta, the Southern Plains, and the West; and (6) specialized cotton farms in the Southern Plains had the lowest returns and the highest incidence of financial stress among the major cotton regions. (KC)

ED 294 074 CG 020 740

Rutman, Deborah L.; Freedman, Jonathan L.

Waiting to Move: Stress, Coping and the Meaning of Home in Anticipation of Relocation.
PUB DATE- Nov 87
NOTE- 17p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (40th, Washington, DC, November 18-22, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); *Coping; Foreign Countries; *Older Adults; *Relocation; *Stress Variables
IDENTIFIERS- Canada

Research has examined the effects of relocation on the physical and psychological well-being of the elderly, but has usually neglected the pre-relocation or anticipatory period. A study was conducted to examine the experiences of older persons waiting to relocate to subsidized age-segregated apartments. Subjects were interviewed twice over a 1-year period. At the initial interview, 63 older adults completed the Philadelphia Geriatric Center Multi-level Assessment Instrument (PGC MAI) and an open-ended questionnaire assessing attitudes toward their present home and toward relocation. One year later, when approximately one-half of the subjects had moved, 54 of the original subjects were reinterviewed using the same instruments and a second open-ended questionnaire which explored the meaning and importance of their home to them. While the moving process was perceived to be stressful by 60% of the relocated group and 28% of the non-relocated group, respondents employed complex appraisal and coping strategies with a very high rate of success. For the total sample, the results revealed no significant differences between time 1 and time 2 scores on the PGC MAI. Respondents who were still anticipating relocation showed slight longitudinal declines on the majority of the PGC MAI variables, but no significant decrements in functioning. Respondents who had relocated reported significant increases in environmental satisfaction over time. (NB)

ED 294 088 CG 020 754

Children and Family Breakdown. Report on a WHO Meeting (Kiel, West Germany, December 4-7, 1984). EURO Reports and Studies 101.

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.

REPORT NO.- ISBN-92-890-1267-6
PUB DATE- Dec 84
NOTE- 64p.
AVAILABLE FROM- WHO Publications Center USA, 49 Sheridan Avenue, Albany, NY 12210.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) Collected Works - Proceedings (021)
DESCRIPTORS- *Children; *Family Problems; Family Structure; Foreign Countries; *Health Needs; Health Programs; Intervention; *Nursing; Prevention; Social Problems; *Social Services; Social Support Groups
IDENTIFIERS- Europe; World Health Organization European Region

This booklet is the report of the Working Group on Children and Family Breakdown: The Positive Role of Nurses and Midwives, which was convened by the World Health Organization Regional Office for Europe and was attended by members of health disciplines, representatives of community groups, and journalists from the nursing and popular press. These topics related to family breakdown are discussed: (1) family breakdown as a health issue; (2) the influence on children; (3) a framework for action; (4) prevention; (5) family support; (6) a comprehensive service to families; (7) the nursing contribution; (8) a political dimension; and (9) a future perspective. Conclusions and recommendations are offered in the areas of research, coordination of services, children, intervention, prevention, nursing, and political dimensions. References, a list of existing informal programs, and a list of conference participants are included. The report concludes with summaries in French, German, and Russian. (ABL)

ED 294 104 CG 020 770

Salamon, Michael J.
Enhancing Quality of Life for Patients with Special Care Needs.
PUB DATE- Nov 87
NOTE- 13p.; Paper presented at the Annual Meeting of the Gerontological Society (40th, Washington, DC, November 18-22, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Evaluation Methods; *Individual Needs; *Institutionalized Persons; Life Satisfaction; Medical Services; *Mental Disorders; *Nursing Homes; *Quality of Life

Nursing home patients suffering from dementia had a desire for placement in a setting where their special needs could be addressed. This resulted in the creation of special nursing home units designed to meet patient needs. Recent reports have provided evidence that nursing home residents suffering from dementia who receive care on these special units fare better than those on heterogeneous units on a variety of measures, demonstrating decreases in psychotropic drug use, accidents, and acting-out behaviors; and increases in orientation levels. While research has supported the contention that special care units for patients with dementia enhance the quality of life for the patients, the issues of quality of life may be more related to the patient's perception of outcome than to statistical findings. In future research, direct measures of quality of life should be included when assessing the outcome of special care units. The recipients of the care should be asked directly about their quality of life on the unit. While it has been argued that direct assessment of patients with dementia is impossible, research has been conducted which supports the procedure of an empathic assessor using the appropriate measure and having sufficient time to obtain valid responses. (Author/NB)

ED 294 132 CG 020 798

Yager, Geoffrey G.; And Others

Dealing with Clients Affected by AIDS: A Videotape and Discussion Model for Counselor Education.

PUB DATE- 20 Mar 88
NOTE- 26p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (Chicago, IL, March 20-23, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Client Characteristics (Human Services); *Counseling Techniques; *Counselor Training; Teaching Methods; Videotape Recordings

This paper describes a method of presenting both information and counseling skills necessary to deal effectively with those individuals who have been affected by acquired immunodeficiency syndrome (AIDS). The focus of the videotape and discussion approach that is described is on those individuals who are not infected by AIDS themselves. The videotapes described were developed to provide examples of appropriate and inappropriate counseling responses to such clients as someone concerned about interactions with friends who have been diagnosed with AIDS, an individual worried about catching AIDS from someone who has tested positive on the human immunodeficiency virus, or a rather prejudiced person who is planning to move his family from a neighborhood where someone has AIDS. The types of appropriate and inappropriate counseling responses to such situations are described as is some of the basic information that would be necessary for the counselor to be most helpful with such clients. (Author)

ED 294 160   CS 009 149

Combs, Martha, Ed.
National Reading and Language Arts Educators' Conference Yearbook.
PUB DATE- 87
NOTE- 104p.; Papers from the National Reading and Language Arts Educators' Conference (Kansas City, MO, September 1987). For 1986 edition, see ED 284 192.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Proceedings (021)
DESCRIPTORS- Childrens Literature; Content Area Reading; *Creative Writing; Cultural Awareness; Elementary Secondary Education; Integrated Curriculum; *Language Arts; Multicultural Education; Reading Achievement; Reading Comprehension; Reading Difficulties; *Reading Instruction; Reading Materials; Reading Processes; Reading Strategies; Teaching Methods; Vocabulary Development; *Writing Instruction; Writing Processes
IDENTIFIERS- Journal Writing; Listening Vocabulary; Story Content; Story Telling by Children; Whole Language Approach

Papers in this yearbook cover a variety of topics in the field of language arts instruction, such as creative writing instruction, reading assessment from a Whole Language perspective, journal writing, and strategies for modifying commercial reading materials. Papers and their authors are as follows: (1) "Let's Get Creative about Creative Writing in Language Arts Methods Courses" (B. J. Bush); (2) "Journals with A Purpose: Reading, Writing, and Thinking" (K. S. Daves and M. E. Jones); (3) "Making Curriculum Connections: The Centrality of Language Arts" (J. K. Hultquist); (4) "Relationships of Children's Stories to Reading Achievement: A Longitudinal Perspective Grades One to Six" (M. Ice); (5) "Reading Lesson Redesign: Strategies and Guidelines for Modifying Commercial Reading Materials" (S. Macaul); (6) "Multicultural Education for Reading and Language Arts Educators" (L. P. Rivera); (7) "The Developmental Growth of Meaning Vocabulary as Measured by Tests of Listening and Reading Vocabulary" (L. V. Rodenborn); (8) "Literary Gaps Invite Creative Interaction" (J. Watson); (9) "A Report of Attitudes of Secondary Education Students Enrolled in a Required Reading in the Content Areas Course" (R. J. Weimer); (10) "From Product to Process: Reading Assessment from a Whole Language Perspective" (J. W. Woodley); and (11) "The Low Reading Group: An Instructional and Social Dilemma" (L. M. Schell). (MM)

ED 294 174 CS 211 148

English Language Arts Framework: Kindergarten-Grade 12.
Texas Education Agency, Austin.

PUB DATE- 88
NOTE- 130p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bilingual Education; *Curriculum Development; *Curriculum Evaluation; Elementary Secondary Education; *English Curriculum; English Instruction; *Evaluation Criteria; Exceptional Persons; *Language Arts; Limited English Speaking; Resource Materials; Special Programs; State Curriculum Guides
IDENTIFIERS- Texas

This guide provides general guidelines for local school districts in Texas to follow in designing English language arts programs to meet the needs of their students and the expectations of their communities. Instead of providing specific instructional items, strategies, and materials, the guide reflects Texas State Board of Education rules and legal mandates and presents suggestions for implementing these rules. The first section provides an overview of the content of the English language arts curriculum. Subject and course descriptions are provided together with scope and sequence illustrations of the English language arts essential elements at all levels. In addition, the section details the required and suggested time allocations for the English language arts essential elements as well as the high school graduation requirements. The second section provides sample English language arts lesson plans for Grades 2, 4, 5, 7, 9, and 10. The third section provides general information about students and teachers, focusing on grading and staff development. The final section expands on language arts instruction for special populations, such as handicapped, gifted, and migrant students. (ARH)

ED 294 188 CS 211 172

Gilbert, Judith C.
The 1985 Colorado Writing Assessment: The Results.
Colorado State Dept. of Education, Denver.

PUB DATE- Jul 86
NOTE- 54p.; Appended map of Colorado is miniaturized.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; Instructional Effectiveness; Student Writing Models; *Writing (Composition); *Writing Evaluation; Writing Research; Writing Skills
IDENTIFIERS- Colorado State Department of Education

To evaluate the writing ability of Colorado students, a study collected writing samples from third, sixth, ninth, and eleventh grade students in 127 public school districts and 27 private schools during October 7-11, 1985. Samples were scored in a two-day scoring session using two rating procedures--a general impression of writing characteristics, and an analysis of representative compositions to determine the level of language usage and writing conventions. Results indicated that girls write better than boys at all levels; students in higher grade levels tended to write technically correct papers but lacked the originality and creativity evident in lower grades; scores of ethnically Caucasian students were slightly higher than those of other ethnic groups; and the size or setting of a school district did not consistently indicate a correlation with higher or lower mean scores. (Two tables of data are included, and appendixes consist of: (1) a list of the state writing committee members, writing assessment coordinators, table leaders, and scorers; (2) a list of participating schools; (3) a map of participating schools and school districts; (4) samples of student writing from each grade level tested; (5) six tables of data; and (6) definitions of school district size and setting categories.) (MM)

ED 294 216 CS 211 201

Daniell, Beth
Re-Reading Ong: Literacy and Social Change.
PUB DATE- Mar 88
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Development; Cultural Context; Ethnocentrism; Foreign Countries; Ideology; Language; *Literacy; Marxian Analysis; Propaganda; Social Values
IDENTIFIERS- Critical Analysis; Literacy Campaigns; *Luria (A R); *Ong (Walter J); Orality; USSR (Uzbekistan)

In composition studies, the most influential statement of what Brian Street calls the autonomous model of literacy is the work of Walter Ong. Ong bases the foundation of this model on the research on cognitive development done by Alexander Luria, a student of Lev Vygotsky. Ong finds in this research, carried out among the Islamic people of Uzbekistan in the Soviet Union during the 1930s, empirical evidence for his contention that literacy actually causes fundamental changes in human cognition. The weakness of this interpretation is that it fails to consider the context. Ong's reading ignores not only the ethnocentrism and the propaganda value of Luria's research but also the political ideology incorporated into the experiment. In addition, Ong's autonomous reading allows him to dismiss as "elaborate Marxist scaffolding" the theory underlying Luria's project. This theory of the relationship of language, society, and individual thought leads to a richer explanation of the Uzbeki data than either Ong's neutral autonomous reading or Luria's rudimentary Marxist interpretation. This alternative explanation has implications for our own literacy instruction, for it is consistent with David Bartholomae's findings about the written language of freshmen attempting to move into the academic discourse community. (Twelve references are appended.) (MS)

ED 294 230 CS 211 216

Balester, Valerie
The Development of the Writer's Ethos in Collaborative Learning.
PUB DATE- Mar 88
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 7-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Communication; *Classroom Environment; College English; Group Dynamics; Higher Education; *Peer Evaluation; Peer Influence; *Persuasive Discourse; Student Writing Models; Writing (Composition)
IDENTIFIERS- Aristotle; Audience Awareness; *Collaborative Learning; *Ethos; Historical Background; Rhetorical Community; Rhetorical Stance; Voice (Rhetoric)

Rhetorical ethos, or the character of the rhetor as she presents herself in discourse, is vital to the success of any student attempting to enter the universe of academic discourse. According to Aristotle, ethos is demonstrated by showing good sense, good character, and good will. However, in the modern university, with the diversity of population, it is often difficult to teach what is meant by "good." The collaborative learning classroom is the best environment for developing a sense of appropriate ethos because it provides students with a community which has its own standards. It also provides an audience, which enhances in writers a sense of self and of how to accommodate to an audience's values. Through the collaborative learning processes of arguing, writing, and criticizing each other's work, students in one freshman English class learned to demonstrate good sense by being thorough, to demonstrate good character by being honest, and to demonstrate good will by being tactful. Students' writings about their collaborative learning experience indicated that they improved their abilities to express their views and influence their audience's views. (Three references are attached.) (ARH)

ED 294 243 CS 211 233

Etchison, Craig
Word Processing: A Helpful Tool for Basic Writers.
PUB DATE- Mar 88
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; Educational Media; Higher Education; Student Attitudes; Teaching Methods; *Word Processing; Writing Improvement; *Writing Instruction; Writing Processes; Writing Research
IDENTIFIERS- *Basic Writers; *Basic Writing; Glenville State College WV; Writing Attitudes; Writing Implements; Writing Strategies

To examine the effects of word processing on basic writers, a pilot study compared two classes of basic writers (40 students)--one class using word processors and one class using handwriting--at Glenville State College in West Virginia. At the beginning of the semester, students from both sections wrote one explanatory essay and one persuasive essay using pen and paper as a pretest measure. Teachers from both sections collaborated throughout the semester, using identical transactional writing task assignments for their classes. At the end of the semester, students (now about half the original number) wrote two different tasks for analysis, writing within the context of normal class assignments and using the writing processes developed during the semester. The word processor section wrote their papers on word processors, while the other section wrote with pen and paper. Results indicated a significant increase in the quantity of writing produced by the word processor students, although holistic evaluation showed no significant difference in the growth of writing quality between students using word processing and students using handwriting. (Two tables of data are included, and six references are appended.) (MM)

ED 294 258   CS 506 123

Schnell, James A.
Experiential Learning of Nonverbal Communication in Popular Magazine Advertising.
SPONS. AGENCY- Cincinnati Univ., Ohio.
PUB DATE- 88
NOTE- 12p.; An earlier version of this paper was presented at the Annual Meeting of the Speech Communication Association (72nd, Boston, MA, November 5-8, 1987). Project funded through a Research and Instructional Grant.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Advertising; Audiotape Recordings; *Experiential Learning; Higher Education; *Interpersonal Communication; Learning Processes; *Nonverbal Communication; Slides
IDENTIFIERS- Kolb (David A)

A 7-week project was carried out at the University of Cincinnati (Ohio) which had the following goals: (1) teaching students enrolled in two sections of an interpersonal communication course about nonverbal communication, focusing on popular advertising and how such advertising exemplifies various areas within nonverbal communication theory; (2) involving students in experiential learning by including them in the research and development of an educational slide show and accompanying audiotape; and (3) using the presentation for future instruction. After completion and observation of the presentation by 34 students, they were asked to write a brief report evaluating their involvement in the project as a learning experience. Student responses to these questions indicated that their participation in the project was an enjoyable, positive learning experience. The slide show was presented to 38 students from two sections of the course in the following semester, who then completed a written survey which quizzed them on their knowledge of the concepts covered in the presentation, and solicited their views on the effectiveness of the presentation. Students who observed the presentation exhibited correct understanding of the nonverbal concepts and agreed that the presentation benefited their learning of the material. Comparison of students who produced the presentation with the students who only observed the presentation indicated that the students who produced the presentation gained a more thorough appreciation of the application and relevance of nonverbal communication concepts. (Ten references and a survey are attached.) (ARH)

ED 294 272 CS 506 138

Geddes, Doreen S.

Cross-Disciplinary Dialogue on the Effects of Gender Stereotypical Speech Style in a Management Setting.

PUB DATE- Apr 88
NOTE- 33p.; Paper presented at the Annual Meeting of the Eastern Communication Association (79th, Baltimore, MD, April 17-May 1, 1988). For a related document, see ED 284 317.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; *Employer Employee Relationship; Females; Interpersonal Communication; *Language Styles; Males; Organizational Communication; Sex Bias; *Sex Stereotypes; Speech Communication; Verbal Communication
IDENTIFIERS- Communication Behavior; Communication Patterns; *Communication Styles

To determine the most effective communication style for women in management, a study examined which of three power/gender speech strategies--stereotypical feminine (powerless), stereotypical masculine (powerful), and mixed stereotypical masculine/stereotypical feminine--was perceived most effective for a male or female when communicating with a subordinate about a problem. Subjects, 87 predominantly male union workers attending a summer seminar at Pennsylvania State University, watched a videotape of a scripted phone conversation of actors representing male and female managers using each of the three speech strategies. Results revealed that the mixed gender strategy (balancing the masculine task-oriented style with the feminine relationship-oriented style) was preferred by both female and male respondents. Respondents also rated male and female managers similarly on overall effectiveness, suggesting that stereotypes lose salience as a means for evaluating when other information is available to the rater, and that the traditional notions of successful management--equated with males and masculinity--may be changing. (One table of data is included, and 6 pages of references are appended.) (MM)

ED 294 286 CS 506 155

Communications Systems, Grade 9-10. Technology Education Course Guide.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.

PUB DATE- 88
NOTE- 66p.; For related document, see CS 506 154.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communications; *Course Content; Educational Media; Grade 9; Grade 10; High Schools; Information Technology; Mass Media; Nonprint Media; State Curriculum Guides; Teaching Methods; *Technical Education; *Technological Literacy
IDENTIFIERS- North Carolina; Print Media

Developed by the North Carolina Curriculum Study Taskforce to meet every student's need to be technologically literate, this technology education course guide outlines a communications systems course for grades 9-10. After a brief explanation describing the use of the curriculum guide in an instructional system involving the teacher, students, textbook, laboratory sheets, apparatus, the curriculum guide, and a reference library, an introduction to the communication technology course is provided, which enumerates basic goals for the class. A course outline gives the title and content of each of the seven sections, and the number of days expected to complete each section, followed by a course content outline. Section topics include: (1) an introduction to communication technology; (2) model of the communication process; (3) introduction to communication channels; (4) designing and producing graphic messages; and (5) designing and producing electronic messages. Each section includes an overview of the content, a list of objectives, several activities with instructions for presentation, and a bibliography of recommended texts with appropriate chapters and pages for that particular section. (MM)

ED 294 300 EA 019 943

Allen, Tom
Performance Contracting.
PUB DATE- Nov 87
NOTE- 22p.; Paper presented at the Annual Meeting of the Illinois Association of School Boards (Chicago, IL, November 20-21, 1987). Document contains some faint and broken print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Evaluation; Administrator Responsibility; Educational Environment; *Educational Improvement; Educational Objectives; Elementary Secondary Education; Formative Evaluation; *Instructional Leadership; *Management by Objectives; *Performance Contracts; School Effectiveness
IDENTIFIERS- *Minooka Consolidated School District 201 IL

The management team at Minooka (Illinois) School District 201 is actively pursuing school improvement measures by establishing Performance Contracts to increase productivity. The format of the Performance Contract highlights yearly short-term and long-term goals, which are presented in the form of Job Improvement Targets stating the goal itself, a statement of objectives, the expected results, the means for monitoring, and a step-by-step action plan. This document describes the eight steps of the cyclical Performance Contracting process: (1) administrative data analysis; (2) identification of organizational values; (3) preliminary "sensing" of district objectives; (4) profile judgments; (5) performance evaluations; (6) synthesis of profile of evaluations; (7) possibilities and constraints; and (8) performance contract. Appended are highlights of the process from 1987-1988, a sample performance contract, various charts from the presentation, and a list of school practices based on the following school correlates: positive school climate, instructional leadership, monitoring for curriculum planning, high expectations, positive home/school relations, and emphasis on academic and basic skills. (TE)

ED 294 314 EA 019 998

Glass, Thomas E., Ed.
An Analysis of Texts on School Administration 1820-1985. (The Reciprocal Relationship between the Literature and the Profession).
REPORT NO.- ISBN-0-8134-2639-1
PUB DATE- 86
NOTE- 141p.
AVAILABLE FROM- Publication Sales, The Interstate Printers & Publishers, Inc., 19 N. Jackson St., P.O. Box 50, Danville, IL 61834-0050 ($7.95 less 10% educational discount on single copy; 20% educational discount on quantity orders).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrative Principles; *Administrator Education; *Educational History; Educational Objectives; *Educational Philosophy; Educational Principles; Educational Psychology; Educational Sociology; Educational Theories; Elementary Secondary Education; Ideology; Models; *Textbook Content; Textbooks

This book, consisting of articles by separate authors, traces the historical and ideological development of textbooks in educational administration through five separate phases. "From Idea to Ideology: School Administration Texts 1820-1914" by Robert Mason analyzes 19th Century perspectives on school administration based on texts from that time, showing how the ideas informing school organization reflected the moral idealism affirmed by the established society of the time. "From Ideology to Conventional Wisdom: School Administration Texts 1915-1933" by William Eaton continues this analysis, showing how the ideas of Ellwood P. Cubberley dominated the field of educational administration at this time. "From Conventional Wisdom to Concept: School Administration Texts 1934-1945" by James C. Parker shows how educational administration textbook writers during this period sought to interpret and apply two opposing educational philosophies: the school as the agency of society and the school as the pioneer of society. In "A Return to Rhetoric: School Administration Texts 1946-1955," Fred D. Carver contends that the dominant emphases in educational administration textbooks during this period were democratic administration and community schools, and that by the end of the period, a quest for a new scientific basis for administration was apparent. In the last essay, "Factualism to Theory, Art to Science: School Administration Texts 1955-1985," Thomas E. Glass reviews the wide range of recent textbooks in administration to show a strong emphasis on theory development and the use of models and techniques from the social and behavioral sciences. The book concludes with an overview, also by Thomas E. Glass, of themes that characterize each period discussed. (TE)

ED 294 340 EC 202 507

Friedman, Douglas L.; And Others
Academic Engagement of Elementary School Children with Learning Disabilities.
PUB DATE- Aug 87
NOTE- 41p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Attention Control; *Attention Deficit Disorders; Classroom Observation Techniques; Educational Practices; Elementary Education; *Learning Disabilities; Mainstreaming; Peer Influence; Resource Room Programs; Student Evaluation; Teacher Role; *Time on Task

Variability of attention to task and its relation to instructional contexts for learning disabled (LD) children was investigated. Subjects were 24 mainstreamed elementary grade LD children. The children's behaviors relating to academic engagement and the situational contexts in which they occurred were observed and coded in both the regular class and the resource room settings. Significant differences in rate of engagement were found for classroom setting, type of instruction, and level of peer involvement. LD students were more academically engaged: in the resource room than in the regular class; during teacher directed instruction than during seatwork in both settings; and when entire class engagement was high. Results indicated that degree of attending is highly related to the context in which it occurs and is not a fixed quality of the child. Implications for the assessment of attentional problems and instructional practices, especially as related to the resource room program, are discussed. (Author/DB)

ED 294 354 EC 202 523

Stevenson, Susan E.; Dondey, Cheryl
Forming Cooperative Programs for Mainstreaming Preschool Children with Severe Behavior Disorders: Policy, Programmatic, and Procedural Issues.
PUB DATE- Oct 87
NOTE- 76p.; Paper presented at the Annual Conference of the Association for the Severely Handicapped (13th, San Francisco, CA, November 6-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agency Cooperation; *Behavior Disorders; Day Care Centers; *Decision Making; *Delivery Systems; Educational Needs; Educational Policy; Mainstreaming; *Preschool Children; Preschool Education; Program Development; Program Implementation; *Severe Disabilities; Student Evaluation

The paper presents an organizational framework to guide the design and implementation of integrated services for preschool children with severe behavior disorders, particularly those programs where cooperative agreements are formed between separate service agencies. A project that mainstreams preschool children with severe behavior disorders into a local day care center is described to illustrate planning decisions made at the interdependent levels of (1) policy, (2) setting, (3) service provider, and (4) child. Suggestions are made and supported by the literature for considering the policy issues of legal mandates, attitudes toward integration, types of integrated experiences, the setting components of philosophies, organizational structures and needs, service provider decisions on program implementation, staff development, parent participation, and child concerns of selection and placement, instructional targets, intervention strategies, and progress evaluation. Sixteen pages of references are provided. (DB)

ED 294 047 CE 050 113

Back to Basics under JTPA. A Policy Statement.
National Council on Employment Policy, Washington, DC.
PUB DATE- Oct 83
NOTE- 25p.; Policy statement based on papers presented at the Conference on Competencies and Computers (September 15-16, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Basic Skills; Comparative Analysis; Educational Legislation; *Employment Programs; Federal Legislation; *Job Training; Outcomes of Education; Position Papers; Program Administration; Program Content; *Program Improvement; *Remedial Instruction
IDENTIFIERS- Comprehensive Employment and Training Act; *Job Training Partnership Act 1982; Service Delivery Areas

The competencies of the nation's workers have been improving steadily. However, the improvements have not kept pace with the increased skill demands imposed by technological advancement and the shift toward a service-based economy. Academic and functional literacy problems can only be alleviated by balancing school improvement efforts with improved efforts in homes and throughout the community. The net effect of Comprehensive Employment and Training Act (CETA) programs was found to depend on the extent of remediation and training in the service mix, with more intensive and longer employability development yielding more than proportional new impacts. It would thus appear that the greatest impacts would be secured under Job Training Partnership Act (JTPA) programs by concentrating longer treatments on the more disadvantaged clients, beginning with remediation in basic skills for all entrants and selecting candidates for vocational training from those acquiring needed basic skills. JTPA programs should place more emphasis on basic skills competency and remediation. This could be done by having Service Delivery Areas exercise their authority to set detailed competency standards for academic, functional, and vocational instruction and identifying core curricula to help local delivery agents meet these standards as well as by refocusing the JTPA summer programs on remedial education and employability skills development. (MN)

ED 294 118 CG 020 784

Programs, Activities & Directions.
National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
PUB DATE- Jan 86
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alcohol Abuse; *Alcohol Education; *Alcoholism; Drinking; *Federal Programs; *Prevention; Research and Development

In response to the magnitude of alcohol-related problems, the National Institute on Alcohol Abuse and Alcoholism (NIAAA) was established in 1971 with authority to conduct a comprehensive program of research and research training and to foster improved treatment and prevention programs for these problems. This publication gives a brief description of the severity of alcohol abuse and alcoholism in American society, and discusses the mission of the NIAAA and its organization, future directions, and priorities. Major problems associated with alcohol abuse and alcoholism are listed. A section on the NIAAA mission lists eight ways that the NIAAA is working to increase knowledge and promote effective strategies for dealing with health problems and issues associated with alcohol abuse and alcoholism. Other sections examine budgetary resources of the NIAAA and provide brief descriptions of the eight components of the NIAAA. A section on current activities and future directions of the NIAAA provides an overview of NIAAA research activities in the areas of: (1) genetics and molecular biology; (2) biochemistry and metabolism; (3) neurosciences; (4) incidence and prevalence; (5) treatment; (6) alcohol and pregnancy; (7) alcohol-related medical disorders; (8) safety and trauma; (9) behavioral and environmental antecedents; and (10) prevention. Activities of the NIAAA that deal with research training, research dissemination, prevention, and collaboration are also discussed. (NB)

ED 294 146 CS 009 129

Robinson, Peter J.
Reading and Coping: Code, Communication and the Development of Second Language Reading Abilities Using Content Area Texts.
PUB DATE- Oct 87
NOTE- 119p.; Diagrams and sample texts may be marginally legible. Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Content Area Reading; *English for Special Purposes; Language Universals; *Reader Text Relationship; Reading Instruction; *Reading Strategies; Reading Writing Relationship; *Second Language Instruction; Second Language Learning
IDENTIFIERS- Authentic Materials

This paper outlines the theoretical foundations of a strategy-based approach to second language reading abilities and demonstrates how the strategies described can be related to content area texts, thereby "authenticating" the learner's knowledge. There are three major sections--approach, method, and techniques. The "approach" section is divided into six chapters: (1) Learner Needs and Learning Needs: An Approach; (2) Building the Framework: Interactivity, Genre and Dominance v. Dependence; (3) Reading and the Communicative Resources of English: Being Clear, Expressive, Quick and Processible; (4) Language Function-Language Use; (5) Motivation and Coding; and (6) The Reflex of Function in Language. The sixth chapter includes subsections on understanding, following, identifying, and finding. The "methods" section is titled "How To Be a Dominant Reader: Methods," and includes sections on context strategies, text strategies, interaction strategies, and becoming a writer. The "techniques" section provides sample texts from various technical areas of study and further treatment of the concepts "finding" and "following." (Numerous diagrams are used throughout.

Forty references and two appendixes--a taxonomy of reading strategies and a reprint of a journal article stressing points made in the main text--are attached.) (MHC)

ED 294 202 CS 211 187

Pytlik, Betty P.
Sequenced Writing Assignments: What's Been Done and Why?
PUB DATE- Mar 87
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Processes; Course Organization; *Freshman Composition; Higher Education; Instructional Effectiveness; *Sequential Approach; Sequential Learning; Teaching Methods; *Writing Processes; Writing Skills
IDENTIFIERS- *Writing Assignments; Writing Contexts; Writing Development; *Writing Strategies

Sequenced writing assignments--a series of related writing tasks--offer students frequent opportunities to write and to acquire writing skills through redundancy, progressively more complicated cognitive and rhetorical demands, and a diversity of learning activities. The most frequently identified goal of sequencing is to move students beyond personal knowledge and personal responses to shared values and traditions. Other goals include developing cognitive skills, integrating reading and writing, and building critical thinking skills. To help students achieve these goals, sequenced assignments are arranged linearly, from easier to hardest in terms of cognitive demands. In addition, for each assignment a subset of tasks leads students through the writing process, from brainstorming to editing. Finally, sequenced assignments are recursive, allowing students to draw not only from strategies used in previous assignments, but also from the information and situations in those assignments. Planning sequences around a theme, such as the family, offers students a chance to become deeply engaged in their material, to use writing as a way of coming to know. (A selected sequencing assignment bibliography and eight sequenced writing assignments for freshman composition are appended.) (MM)

ED 294 327 EA 020 034

Roberts, Jane M. E.
Instruction from a Distance.

PUB DATE- Apr 87
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Agents; *Distance Education; Elementary Secondary Education; Inservice Education; *Instructional Improvement; Linking Agents; *School Districts; Staff Development; *State Boards of Education; *State School District Relationship; *Technical Assistance
IDENTIFIERS- *Maryland

This paper explores challenges and successes of efforts to improve instruction or classroom effectiveness. Policymakers' assumptions, perspectives, and decisions are reviewed and results presented from several studies of instructional improvement activities conducted in Maryland between 1978 and 1985. These activities included Project Basic, a competency-based education program providing state-supported facilitators to local education agencies (LEAs); SITIP (School Improvement through Instructional Processes), providing state-supported technical assistants to all LEAs implementing one of four preferred instructional models; SEA-provided staff development for LEAs that included followup technical assistance; and supervision as practiced by the 24 LEAs.

Study data show that policymakers develop assumptions and perspectives (theories in use) that guide program decisions. In Maryland, success with inperson technical assistance in one project influenced others. Effective technical assistants (TAs) resemble central office supervisors in having little line authority and relying primarily on expertise to influence teachers and other educators. Most TAs spend less than 60 percent of their time on instructional improvement, experience role conflict, and must work hard at collaboration and coordination. TAs furthest from the classroom can best influence organizational arrangements and resource allocation, while closer TAs may influence organizational units, local coordination, and linkage between new and existing instructional improvements. Since distant TAs are crucial, they need to earn credibility and learn effective strategies of influence. Included are 5 tables and a bibliography of 27 references. (MLH)

ED 293 977   CE 048 765

Cunningham, Claire E.
School-Sanctioned Community Service. The State Perspective.
Council of Chief State School Officers, Washington, D.C.; National Association of State Boards of Education, Alexandria, VA.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Jan 86
NOTE- 158p.; Parts of Appendix C may not reproduce well.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Education; *Community Services; Curriculum Development; Educational Research; National Surveys; Program Development; Program Implementation; *Public Policy; *School Involvement; Secondary Education; *State Government; *Statewide Planning; *Student Participation

This report provides materials developed by a project to determine the extent to which the states are involved in school-sanctioned community service programs. Chapter 1 summarizes responses of state education agency (SEA) staff to a questionnaire that focused on permission for student participation in school-sanctioned community service programs, state policies relating to community service as part of the curriculum, state policies hampering efforts to implement community service programs, new community service initiatives being considered at the state level, SEA support for community service programs, and impact of recent education reforms on program implementation. Chapters 2, 3, and 4 list strategies for encouraging local education agencies to develop community service programs, issues to be addressed when developing a school-sanctioned community service program, and contact persons working with model programs identified by the SEA correspondents. Appendixes include the survey instrument, state policies and mandates affecting community service as part of the curriculum, and a listing of volunteer and service organizations. (YLB)

ED 294 033 CE 050 081

Murphy, Lila C.

Women in Vocational Education Leadership Positions: Factors Influencing Success. Final Report.

Delaware Univ., Newark.

SPONS. AGENCY- Delaware State Dept. of Public Instruction, Dover. Div. of Vocational Education.

PUB DATE- Jan 88

NOTE- 56p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Administrator Characteristics; *Administrator Qualifications; Educational Administration; Employment Level; Employment Patterns; *Females; *Leadership; *Vocational Directors; *Vocational Education

A study examined the personal, educational, and career factors that influence the success of women who hold high-level positions in the administration of vocational education at the regional, state, and federal levels. Of the 70 women who were originally asked to participate, 46 responded. Two data collection methods were used: a written questionnaire designed to collect demographic information and audiotaped responses to a set of discussion questions. The prototype of the successful female vocational administrator was both similar to and different from that of the successful female corporate executive. Most of the subjects grew up in traditional, stable, happy home environments with stereotypical role models. Rather than being a detriment, this traditional background appeared to provide the women with a good self-image, a feeling of security, and support throughout their growing years. Most were also closer to their mothers than to their fathers. The majority felt that their educational preparation (including their human relations/social science and professional courses) was adequate for the position they now hold and stated they would make the same career choice again. Most had an unstructured support system throughout their careers (provided by family and colleagues), with few citing specific individual mentors. Most felt that they had been treated differently than their male counterparts, and only a third felt that women support other women in leadership positions. Six appendices provide: the list of study participants; the letter to the group requesting participation in the study; the letter to the Home Economist group requesting participation in the study; the cover letter to participants in the study; the instruments (questionnaire, guidelines); and five samples of follow-up letters. (MN)

ED 294 060 CE 050 152

Rosen, Anita; Lynch, Margaret E.
HIAA's The Business of Insurance: An Introduction.
Health Insurance Association of America, Washington, D.C.
PUB DATE- 87
NOTE- 39p.
AVAILABLE FROM- Health Insurance Association of America, Insurance Education Department, 1025 Connecticut Avenue, NW, Washington, DC 20036 ($2.00; 20 or more: $1.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Contracts; Financial Services; Financial Support; *Health Insurance; *Insurance; *Insurance Companies; *Insurance Occupations; *Legal Responsibility; Marketing; *Risk

This booklet is intended to help students gain a broad understanding of the meaning, characteristics, organization, products, and functions of the insurance industry. The following topics are discussed: the concept of and need for insurance; basic principles of insurance (risk assessment, insurability and insurable interest, determination of risk); insurance policies as legal contracts (components and importance of clear contract language); the role of government in insurance (as an insurance regulator and as a program provider); organization and operation in the insurance business (types of insurance organizations, the insurance product system, the structure of insurance operations, other operational structures); insurance careers (major insurance careers and other related careers); and challenges of today's insurance industry (the current scene, health insurance, life insurance, property and casualty insurance, and responses to industry challenges). Each section concludes with a self-quiz. (MN)

ED 293 992 CE 049 806

Coville, Bruce
Read On! II. A Sequential Reading Series. Book 3 and Workbook 3: Vote.
Literacy Volunteers of America, Inc., Syracuse, NY.
SPONS. AGENCY- GTE Foundation, Stamford, CT.
PUB DATE- 87
NOTE- 143p.; For related documents, see CE 049 802-808.
AVAILABLE FROM- Literacy Volunteers of America, Inc., 5795 Widewaters Pkwy., Syracuse, NY 13214. Textbook (Stock No. 81224: $3.75); Workbook (Stock No. 81234: $2.00); complete set of six textbooks, six workbooks, and Tutor Resource Sheets: $40.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Adult Reading Programs; Context Clues; Illiteracy; *Language Experience Approach; *Literacy Education; *Reading Instruction; Remedial Reading; Sight Vocabulary; Teaching Guides; Textbooks; Tutorial Programs; Tutoring
IDENTIFIERS- *Assisted Reading Instruction

This textbook is the fourth of six textbooks in a sequential reading series that makes use of the principles of modeling and assisted reading. The series can be used with small groups of three to five learners, with individual learners, or in a peer situation. The approach is that of modified language experience using sight words and context clues and incorporating the decoding skills of phonics and word patterns. General directions for the instructor appear first. Specific directions for the instructor appear throughout the textbook opposite the learners' pages. One story that is divided into 11 units is provided. Attachments include a list of suggested activities, the text's scope and sequence, and word lists. The companion workbook contains exercises that are integrated with the textbook. Workbook activities correspond with each of the 10 textbook units and may be given for independent work or home practice. Types of workbook activities include multiple choice, matching, short answer, word formation, and composition (writing). (YLB)

ED 294 006   CE 049 999

Martin, Jarell W.; Bell, Lawanna S.

Full-Time Vocational Training Program. Dropout Retrieval.

Duval County Schools, Jacksonville, Fla.
PUB DATE- 19 Feb 87
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Dropout Prevention; *Dropout Programs; Guidelines; Program Development; *Program Implementation; *Remedial Instruction; Secondary Education; *Vocational Education

This document provides information on a Full-Time Vocational Training Program (FTVTP), which is intended to keep students in school or allow dropouts to reenter in a vocational setting. The philosophy and purpose of the FTVTP are presented. The program's purpose is to enable dropouts to return to school in a full-day vocational program, be vocationally trained, receive academic remediation, and be placed on a job in their chosen field. The following materials are provided for the dropout retrieval method of entry: program guidelines (including eligibility, recruitment, admission requirements, program operations); student flowchart; recruitment letter and application packet with application, policies and guidelines acknowledgement; and student data sheet. The following materials are provided for the transfer method of entry: list of responsibilities of the home school, list of responsibilities of FTVTP screening committee, list of responsibilities of the skill center, list of responsibilities of the outreach recruiter, FTVTP information, and transfer packet forms, including referral sheet, data sheet, dropout prevention committee case report, forms for summary of parent conferences, form for descriptions of interventions, parent/student sign-off form, and application blank. (YLB)

ED 294 019   CE 050 049

Kenkel, William F.; Kenkel, Marion S.
Job Search Methods of Low-Income Youth.

PUB DATE- Feb 88
NOTE- 24p.; Paper presented at the Annual Meeting of the Southern Rural Sociological Association (New Orleans, LA, February 1-2, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Blacks; *Disadvantaged Youth; Economically Disadvantaged; *Education Work Relationship; *Entry Workers; Females; High Schools; Job Applicants; *Job Satisfaction; *Job Search Methods; Life Satisfaction; Males; *Occupational Aspiration; Whites
IDENTIFIERS- United States (South)

Following a review of literature that uncovered conflicting evidence about the effectiveness of formal and informal methods of finding a job, a study was conducted to test the hypothesis that informal methods (such as personal contacts) were more effective for young adults. Data were collected on a group of Southern rural, poverty-level, fifth- and sixth-grade youths in 1969 (N=1,503), again in 1975 when the youths were expected to be high school juniors or seniors (N=926), and again in 1979 when the youths were three or four years past high school (N=544). Questions asked related to the youths' occupational aspirations in the early years and in high school and to how those aspirations had turned out a few years past high school. An attempt was made to determine life satisfaction and correlate it with job held and method of obtaining the job, whether formal or informal. Groups studied were white and black males and white and black females. Results of the data analysis were mixed, but the hypothesis that informal job search methods were more effective was not supported. The groups tended to vary among informal and formal methods of job search and life satisfaction with no clear pattern emerging. One thread that seemed to wind through the data, however, was that more white youths than blacks had access to the types of informal contacts that resulted in jobs with higher satisfaction. Suggestions were made for research to study various methods of job search, rather than just those classified as formal or informal. (KC)

Hamilton, Louise A.; Jones, Helen Carol
The "Unidentified Patient" in Home Health Care.
PUB DATE- May 86
NOTE- 17p.; Paper presented at the Annual Meeting of the National Association of Social Workers (Atlanta, GA, May 28-31, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Caregivers; *Daughters; Females; Health Services; *Individual Needs; *Role Perception; Social Support Groups; *Spouses; *Stress Variables
IDENTIFIERS- *Home Health Care

Aging individuals are most often cared for by a spouse or middle-aged child, usually a daughter. As the aging population increases, as longevity increases along with the likelihood of chronic and disabling conditions, women will be facing many special problems related to their role as caregiver. Many women who are serving as caregivers to their ailing husbands or other family members are also suffering from a chronic disease or disability themselves. These women are the "unidentified patients" in home health care, caregivers who have chronic conditions themselves and are patients in their own right, though functioning at a higher level of autonomy and independence than the identified patient. How caregivers feel about the caregiver role often depends upon the way in which the caregiving responsibility has been assigned to them, their expectations regarding the responsibility, and expectations of others regarding the role. Quite often there is a crisis in which the role is assumed quickly without the luxury of time to review the role. Families are often unprepared for the 24-hour responsibility and restrictions of caregiving. Continuous or nighttime supervision is perceived as one of the most difficult services for families to provide. Caregivers have a threshold beyond which it is difficult for them to increase their supportive services. There is a need for a mechanism to raise the status of caregiving while at the same time focusing some care, attention, and concern to the caregiver as well as to the patient. (NB)

ED 294 089 CG 020 755

Kamin, Donald J.; And Others
Effects of Time-Limited Counseling on the Therapeutic Alliance.
PUB DATE- Aug 87
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Attitudes; *Counselor Client Relationship; Graduate Students; Higher Education; Individual Counseling; *Psychotherapy; *Termination of Treatment; *Time Management; Undergraduate Students

The therapist-client relationship is considered one of the most important aspects of the process of individual psychotherapy. The therapeutic or working alliance is one aspect of the therapist-client relationship that is hypothesized to be especially important. Utilizing the Vanderbilt Therapeutic Alliance Scale, this study compared audiotaped therapy segments from a sample of time-limited therapy clients with a similar group of time-unlimited or open-ended clients. Subjects were predominantly female graduate and undergraduate student clients who were randomly assigned to either a 5-session time-limited therapy condition (N=16) or an open-ended therapy condition (N=15). Results indicated that the setting of time limits in individual psychotherapy did not appear to enhance the therapeutic alliance. Therapists and clients in time-limited therapy did not develop roles, attachments and shared responsibilities significantly better than their counterparts in time-unlimited therapy. (ABL)

ED 294 105   CG 020 771

Salamon, Michael J.
Residential Health Care for the Chronic Mentally Ill.

PUB DATE- 20 Nov 87
NOTE- 21p.; Paper presented at the Annual Meeting of the Gerontological Society (40th, Washington, DC, November 18-22, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Human Services; *Individual Needs; *Institutionalized Persons; *Mental Disorders; Mental Health Programs; *Nursing Homes; *Older Adults; *Residential Care

Over the past two decades, the chronic mentally ill elderly have begun to receive care in residential health care facilities (RHCF) such as domiciliary care, intermediate care, and skilled nursing facilities. While there is justification for this increase, as the mentally ill elderly also present with significant physical illnesses, there are presently more chronic mentally ill elderly residents of RHCFs than of state mental hospitals. The need to provide care to the mentally ill in the RHCF is expanding. Not only are patients admitted with a primary diagnosis of mental illness, many are admitted with unreported mental illnesses and others develop illnesses while institutionalized. Related key issues include accurately defining patient needs so as to respond appropriately, and addressing the patient's desire to be placed homogeneously by type of need. Several recent reports indicate the efficacy of behavioral intervention programs for the chronic mentally ill in RHCFs. This paper reviews those reports and a report on the preliminary findings of the impact of a staff psychologist on the provision of mental health services in eight RHCFs. (Author)

ED 294 119 CG 020 785

Preventive Health Care for the Elderly. Hearing before the Subcommittee on Health of the Committee on Finance. United States Senate, One Hundredth Congress, Second Session (Miami, Florida).

Congress of the U.S., Washington, D.C. Senate Committee on Finance.

REPORT NO.- Senate-Hrg-100-451

PUB DATE- 6 Jan 88

NOTE- 173p.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Clinical Diagnosis; *Health Promotion; Hearings; *High Risk Persons; Identification; *Medical Services; *Older Adults; *Preventive Medicine; Public Health

IDENTIFIERS- Congress 100th; Florida

This document presents witnesses' testimonies and additional information from the Senate hearing held in Miami, Florida to examine the issue of preventive health services, focusing on risk reduction and health promotion programs for the elderly. The goal of the hearing was to examine efforts to identify people with high risks of developing a catastrophic illness. Opening statements are included from Senators Bob Graham and George Mitchell, and from Mitch Maidique, president of Florida International University. Florida witnesses providing testimony include: (1) Carl Eisdorfer, director of the Comprehensive Center on Aging, University of Miami Medical School; (2) Carolee DeVito, director of planning and evaluation, South Shore Hospital, Miami Beach; (3) Josefina Carbonell, director of Little Havana Activities and Nutrition Center, Miami; (4) Tessa Macaulay, coordinator of Geronto-Logical Programs, Florida Power and Light, Miami; (5) G. Curt Meyers, director of the Wellness Center, Lee Memorial Hospital, Fort Myers; (6) Elliott Palevsky, executive director of River Garden Hebrew Home, Jacksonville; (7) Gary Lyman, chief of medical services, H. Lee Monifit Cancer Center, University of South Florida, Tampa; (8) Jack Kassan, medical director, Broward County Medivan, Fort Lauderdale; and (9) Sally Kanter-Bruin, St. Mary's Hospital, Mammovan Project, West Palm Beach. Witnesses describe efforts being conducted by their organizations and emphasize the need for preventive health activities for older adults. (NB)

ED 294 133 CG 020 799

Beck, Terrence D.; Yager, Geoffrey G.

Counseling for the Counselor: A National Survey.
PUB DATE- 20 Mar 88
NOTE- 28p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (Chicago, IL, March 20-23, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Client Characteristics (Human Services); Comparative Analysis; *Counseling Effectiveness; *Counseling Services; Counselor Role; *Counselors

Many professional counselors have related the positive impact that their own personal counseling has made on their mental health and on their behavior with clients. A national survey of 146 counselors certified by the National Board of Certified Counselors was conducted to determine the extent to which counselors seek out and benefit from personal counseling for their own concerns. The results of the survey revealed that 55% of respondents had received personal counseling themselves. No significant differences were found between counselors who had received counseling and those who had not in the areas of educational degree, work setting, names of programs from which they had graduated, or counseling experience. Those who had never received counseling reported that they either never felt the need for counseling or they received informal support from friends, colleagues, or supervisors. Of the 81 respondents who had received counseling, most had sought counseling for personal problems, followed in frequency by emotional symptoms and self-improvement. Over 90% had received their counseling on an individual basis; 25% had received group counseling; and 33% had been to more than one counselor. Over 90% reported that they would see a counselor again if the need arose and 86.4% reported that the experience of being a client had an impact on their effectiveness in their own work as counselors. (Author/NB)

Raphael, Taffy E.; Englert, Carol Sue
Integrating Writing and Reading Instruction. Occasional Paper No. 118.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 88
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Basal Reading; Classroom Environment; Elementary Education; Integrated Activities; Literary Genres; Reader Response; Reader Text Relationship; *Reading Instruction; Reading Materials; Reading Processes; Reading Strategies; *Reading Writing Relationship; Story Reading; Teaching Methods; *Writing Instruction; Writing Processes
IDENTIFIERS- Literate Environment Approach; Semantic Mapping; Text Types; Writing Strategies; *Writing Tasks

Although writing and reading instruction can be integrated regardless of the reading program materials used, teachers need a greater understanding of the similarities and differences in reading and writing processes, as well as knowledge of ways in which instruction can be merged, before integration can take place. Both reading and writing are complex cognitive processes that involve three similar strategies--planning (prewriting or prereading), drafting (writing or guided reading), and revising (modifying and extending, or postreading). Fundamental elements for developing an environment within which reading and writing can be integrated include: (1) emphasizing writing for real purposes and audiences; (2) providing frequent opportunities to write and share one's writing; and (3) creating opportunities for extended writing and evaluation. In this general environment, specific strategies, such as "concept of definition" instruction and Cognitive Strategy Instruction in Writing (CSIW), focus on helping students develop a schema that enhances both reading and writing. Writing experiences should link directly to reading activities in the classroom. For example, students using basal reading can write in connection with each basal selection. Some specific suggestions for writing activities integrated with basal reading topics include selecting a favorite character from a story and writing a character sketch, and rewriting a story written in the first person to take the form of a newspaper report. (Five figures are included and 39 references are appended.) (MM)

Gilbert, Judith C., Ed.
Interdisciplinary Learning: A Resource Guide. A Small Place to Begin.
Colorado State Dept. of Education, Denver.
PUB DATE- 87
NOTE- 84p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Cognitive Processes; Critical Thinking; Curriculum Development; Educational Change; Educational Objectives; Elementary Secondary Education; Individualized Instruction; Integrated Curriculum; *Interdisciplinary Approach; Learning Processes; Teaching Methods
IDENTIFIERS- Colorado State Department of Education; ERIC; *Multidisciplinary Education

This guide provides resources for teachers who want to develop and provide interdisciplinary instruction for their students. Following an introduction, the first section, "Subject Area Philosophy and Rationale," covers subjects from English and humanities to environmental education and physical education, discussing how to teach process skills rather than isolated facts and skills and how to make connections across the curriculum. The second section, "Projects in Action," describes a dozen interdisciplinary projects which are being carried out in Colorado. The third section, "Idea Bank," includes the following subsections: (1) Suggestions and Recommendations; (2) Guide for Evaluating Materials; (3) ERIC Search (an annotated bibliography of articles on interdisciplinary education that have appeared in ERIC); (4) Additional Readings and Materials; (5) Helping Students Write Answers to Essay Questions; (6) Games and Activities That Enhance Academic Skills; (7) A Process to Personalize Learning (presents a rationale for personalized learning and a systematic approach to transforming the structure of school) and (8) The Essentials of Education: A Call for Dialogue and Action. (ARH)

Teichman, Milton; Poris, Marilyn
Initial Effects of Word Processing on Writing Quality and Writing Anxiety of Freshman Writers.
PUB DATE- Mar 88
NOTE- 33p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- College English; *College Freshmen; Computer Assisted Instruction; Computer Literacy; *Essays; Freshman Composition; Higher Education; *Word Processing; *Writing Apprehension; Writing Processes; *Writing Skills
IDENTIFIERS- *Writing Apprehension Test (Daly and Miller); Writing Implements

To learn more about the initial effects of word processing on essay-writing performance and on writing apprehension, eight English instructors at Marist College in Poughkeepsie, New York, conducted a one-semester controlled experiment with freshmen in eight randomly selected college writing classes. Eighty students wrote essays using terminals linked to a mainframe computer (experimental group), while another 80 students wrote essays in the traditional mode using pens, pencils, or typewriters (control group). The eight instructors agreed upon a common syllabus and common teaching approaches for the freshman writing course. To measure writing performance, an analytic scale was devised; to measure writing apprehension, a writing apprehension test developed by J. A. Daly and M. D. Miller was used. Results showed that the experimental group made greater progress than the control group from the pre- to post-essay test, but the same group did not demonstrate superior performance on the six required essays of the course. For writing apprehension, there was no significant difference between the two groups. In addition, the data showed that word processing did not diminish writing quality among new users, despite the fact that the student had to learn new skills and adjust to a new way of writing. (Five tables of data are included, and 25 references, an analytical scale, and a essay rating sheet are attached.) (MS)

ED 294 244   CS 211 235

Freedman, Sarah Warshauer; McLeod, Alex
National Surveys of Successful Teachers of Writing and Their Students: The United Kingdom and the United States. Technical Report No. 14.
California Univ., Berkeley. Center for the Study of Writing.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 88
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Comparative Analysis; Cross Cultural Studies; Cultural Context; Elementary Secondary Education; Foreign Countries; Questionnaires; *Student Attitudes; *Teacher Attitudes; Teacher Education; *Teacher Effectiveness; Teacher Student Relationship; Teaching Conditions; *Writing Instruction; Writing Research
IDENTIFIERS- Student Surveys; Teacher Surveys; *United Kingdom

Designed to examine the experiences of writing teachers and their students in the United States and the United Kingdom, a comparative study administered questionnaires to "successful" teachers and secondary school students and conducted observational studies in a small number of classrooms in both countries. The sample of 560 U.S. teachers was gathered through the National Writing Project (NWP), which yearly identifies successful local teachers. Each teacher was asked to select two high achieving and two low achieving students to answer the questionnaire, with 715 students responding. In the U.K., 218 teachers were surveyed from a variety of geographical areas, grade levels, and types of schools, and 244 student questionnaires were administered. Topics for the teacher questionnaires included: (1) teacher training; (2) teaching conditions; (3) length of time, amount, and length of writing; (4) teachers' reasons for teaching writing; (5) teaching practices; (6) types of writing taught; and (7) keys to achieving success. The student questionnaire covered school leaving age, grading and examinations, amount of writing, and students' opinions about their teachers' practices. Results showed that U.K. teachers were student-centered while U.S. teachers were curriculum-centered. The U.K. teachers emphasized imaginative writing, while U.S. teachers emphasized analytic writing and critical thinking. Teachers from both countries believed in individualizing instruction, and students were optimistic about their educational opportunities. Observational studies are still in progress. (Three figures and 15 tables of data are included, and 39 references are appended.) (MM)

ED 294 287 CS 506 156

Warren, Helen B.
The Absence of Women from the History of Rhetoric: Exclusion or Omission?
PUB DATE- Apr 88
NOTE- 24p.; Paper presented at the Annual Meeting of the Eastern Communication Association (79th, Baltimore, MD, April 27-May 1, 1988).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Context; *Females; *Feminism; *Intellectual History; *Rhetoric; Sex Differences; Sex Role; Western Civilization; *Womens Studies
IDENTIFIERS- Feminist Criticism; Feminist Scholarship; Historical Background; Male Female Relationship

It is necessary to understand the absence of women from the history of rhetoric in ways that shape an astute appreciation of women's silence and guide meaningful intellectual or critical conduct. Two ways to do this are to understand the absence either as the consequence of a virulent and systematic exclusion or as a regrettable omission. The former is anchored in various rationales about women's intellectual or physical inferiority and the latter an oversight attributable to the misogyny of Western culture and particularly to those who chronicle it. A review of a recent history of women in political and social discourse and an examination of the theoretical underpinnings of both viewpoints, however, leads to the conclusion that exclusion and omission must be coordinate imperatives for any effort to understand the absence of women from the history of rhetoric. If it is understood that consciousness of gender is a way to address women's exclusion and a transcendence of gender categories is a way to correct omission, then the problem seems to be the capacity to recognize these different imperatives without constructing an opposition between them. The document draws from and responds to Jean Bethke Elshtain's "Public Man, Private Woman: Women in Social and Political Thought" (1981). (Three notes are included, and nine references are appended.) (MS)

ED 294 301 EA 019 950

Haggerson, Nelson
Clinical Supervision and Teacher Evaluation: Positions of Hunter, Garman and Glickman Interpreted as Literal or Figurative Language.
PUB DATE- Apr 87
NOTE- 33p.; Revision of paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discourse Analysis; *Educational Philosophy; Elementary Secondary Education; *Evaluation Utilization; *Figurative Language; Models; Reader Response; Semiotics; *Teacher Evaluation; *Teacher Supervision

During a 1985 symposium in Chicago sponsored by the American Society for Curriculum Development, Noreen Garman, Carl Glickman, and Madeline Hunter discussed the question of whether clinical supervision should be used for formal evaluation and contract renewal. While Hunter's answer was a qualified "yes," Garman and Glickman both felt strongly that it should not. Nevertheless, evaluation of teachers in schools is often tied to the "Hunter Model," even though Hunter expressed reservations regarding such use. Inquiring why this is so, this paper argues that the language used by proponents of clinical supervision implies a form of evaluation that is generated to judge the outcomes of the process, regardless of the original intent of these proponents. A second proposition discussed is that if the language used to describe a "model," "strategy," or "practice" is literal, it implies a literal evaluation process, whereas if it is figurative, it implies a figurative process. The third proposition is that in a society caught up in rapid technological change, with a need for fast answers and definitive directions, those responsible for evaluation of instruction naturally tend to develop and use literal, not figurative or imaginative, evaluation instruments and practices. These propositions are investigated through analysis of the use of literal or figurative language in the text of the Hunter, Garman, and Glickman symposium. Findings are that Hunter's model of clinical supervision is based on literal language, Garman's is based on figurative language, and Glickman's is based on both, but predominantly figurative. But in a country possessed with the need for literal accountability of their teachers and schools, Hunter's language has naturally come to predominate. (TE)

ED 294 341 EC 202 508

Berrigan, Carol

Integration in Italy: A Dynamic Movement.

PUB DATE- Oct 87
NOTE- 15p.; Paper presented at the Annual Conference of the Association for the Severely Handicapped (14th, Chicago, IL, October 29-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; *Civil Rights; *Disabilities; Elementary Secondary Education; Employment Opportunities; Foreign Countries; *Mainstreaming; *Normalization (Handicapped); Political Attitudes; *Public Policy; Social Attitudes; Special Education; Trend Analysis
IDENTIFIERS- *Italy

The result of trips by American special educators to Italy in 1984 and 1986, this paper reviews laws, public policy, and events in Italy's recent history leading to widespread desegregation of the disabled special schools and other institutions. The review of legislation focuses on National Law 517 (1977) with such specified strategies for pupil integration as the following: maximum size of integrated classes is 20 students; extracurricular activities must include all students; classes tracked by ability are abolished; traditional grading is abolished and replaced by overall assessments. Integration of the disabled is seen to be an ethical issue with segregation effectively intensifying the disability. Supportive elements in the Italian integration movement have included interdisciplinary support teams to help the teacher; a sense of shared responsibility by parents, teachers, and the community at large; a commitment to educating the public; and the influence of strong charismatic leaders. Integration in the work place has had strong union support with an emphasis on on-the-job work experience and training rather than prevocational or vocational training. Comparison with the United States indicates Italy is placing more emphasis on a political commitment to integration and less emphasis on development of academic and other skills. (DB)

ED 294 355 EC 202 524

Shaw, Estelle; And Others
Project INTERFACE: Identification of Effective Implementation Strategies for Integrating Microcomputer Instruction into Ongoing Educational Services for the Handicapped. Final Report, 1984-86.
Nassau County Board of Cooperative Educational Services, Westbury, N.Y.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Dec 86
NOTE- 112p.; Funded through the Educational Media Research, Production, Distribution and Training Program.
GRANT- G008430074
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Agency Cooperation; *Computer Uses in Education; *Disabilities; Educational Practices; Elementary Secondary Education; *Instructional Effectiveness; *Microcomputers; Program Development; Program Implementation; *Special Education
IDENTIFIERS- New York (Nassau County); *Project INTERFACE

The monograph describes Project INTERFACE, a 2-year collaborative effort among the Board of Cooperative Educational Services (BOCES) of Nassau County (New York), Long Island University, and three local school districts. The project identified the "most effective" implementation strategies for integrating microcomputer instruction into ongoing educational services for the handicapped and then analyzed descriptive documentation of "most effective practices" as they existed in BOCES and local school districts. Analysis of rating scales completed by 25 experts in microcomputer education and special education found that more than 70% of the experts identified the following issues as important for effective microcomputer implementation: a formal needs assessment coupled with long- and short-range goals and a written philosophy/policy statement; specific budgetary allocations with incremental increases; systematic evaluation of all aspects of the microcomputer program; a districtwide coordinator position for microcomputer/special education; definite maintenance contracts and policies; consistent information dissemination; a districtwide committee for the review of hardware; separate computers used for instructional and administrative functions; a committee to review and select software; computer literacy incentives for teachers; inservice training. (DB)

ED 294 048 CE 050 121

Compendium of JTPA and Related Evaluation Studies.
Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- Aug 86
NOTE- 189p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cost Effectiveness; Employment Patterns; *Employment Programs; Employment Projections; Federal Government; Government Role; *Job Training; *Outcomes of Education; Program Administration; Program Content; *Program Effectiveness; Program Implementation; State Action; *Summer Programs; *Youth Programs
IDENTIFIERS- Comprehensive Employment and Training Act; Job Corps; *Job Training Partnership Act 1982; Occupational Outlook Handbook; Private Industry Councils; Wagner Peyser Act; Youth Employment and Demonstration Projects Act

This document summarizes the findings of currently available evaluation studies of the Job Training Partnership Act (JTPA) and other related reports and data. Data from 26 studies conducted between 1980 and 1986 are presented under the following subject headings: the state role (monitoring and oversight, policy interpretation and leadership, management information systems, management of the governor's set-aside, coordination, technical assistance, administrative organization); the role of the Private Industry Councils and local elected officials (roles and relative impacts, policy differences, organization and staffing); the Title IIA program (participant characteristics, services, performance standards); the Title III program (program build-up, state administration, enrollee characteristics, recruitment, results); the Wagner-Peyser Amendments (state-level coordination with JTPA, effect of funding changes, impact); the federal role in job training programs; the Youth Employment and Demonstration Projects Act (policy interpretations, marketing and recruitment, services, results); the summer youth programs; the Job Corps (cost-benefit and process summaries); and the occupational outlook (occupational training, private sector demand, the dislocated worker supply). A bibliography lists the summarized studies. (MN)

ED 294 147 CS 009 131

Essential Skills: Reading.

Kentucky State Dept. of Education, Frankfort.
PUB DATE- Jul 84
NOTE- 31p.; For a companion activities guide, see CS 009 132.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; *Course Objectives; *Educational Objectives; Elementary Secondary Education; Public Schools; *Reading Achievement; Reading Diagnosis; *Reading Skills; Skill Development
IDENTIFIERS- Dolch Basic Sight Vocabulary; Kentucky

This document lists skills in the area of reading considered essential for pupils in Kentucky to progress to the next higher level of achievement. The skills are listed according to grade, and grades 1 through 12 are covered. The skills are described in terms of behavioral objectives. Students at the lower levels are expected to be able to perform such tasks as recognizing at least 80% of the Dolch Basic Sight Word List or recalling explicitly stated main ideas from passages read aloud to them, while students at upper levels must demonstrate their reading ability through identifying an author's purpose, detecting a bias, or similar tasks. A list of educational consultants and their addresses is attached. (ARH)

ED 294 161 CS 009 150

Kane, Katharine A.

Integrating the Language Arts: Alternatives and Strategies.

PUB DATE- May 88
NOTE- 7p.; Paper presented at the Annual Meeting of the International Reading Association (33rd, Toronto, Canada, May 1-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; English Curriculum; *English Instruction; Instructional Innovation; *Integrated Activities; Language Arts; Lesson Plans; Literature Appreciation; Poetry; Reading Writing Relationship; *Teaching Methods
IDENTIFIERS- California English Language Arts Framework; English Teachers

Motivated by the California English/Language Arts Framework, California teachers are working toward the goal of using the integrated language arts as tools for learning in all content areas. The core of this new curriculum is to help students make sense out of a piece of literature by moving into, through, and beyond a text. For example, a lesson centering around the poem "The Lesson of the Moth" by Don Marquis could involve getting into the work by tapping prior knowledge (having students list times when they were willing to take a risk), moving through the work by reading the poem aloud and having students draw images of what they hear, and going beyond the work by writing something in response to the poem. These types of tasks can also be used to work through difficult texts in other subject areas. As children come to learn to interact with text through their own prior knowledge and through talking and writing, they also learn that print is supposed to make sense and that they, the readers, have a responsibility to interact with the text to construct meaning that is significant to them. (Four references are appended.) (MM)

ED 294 203 CS 211 188

Diaz, Diana M.
First Language/Second Language: Acquisition, Writing, and Cognitive Development.
PUB DATE- 88
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Classroom Environment; Cognitive Development; *Language Acquisition; *Language Processing; Learning Processes; Learning Theories; Linguistic Theory; Second Language Learning; Writing Instruction; *Writing Processes; Writing Research
IDENTIFIERS- Bruner (Jerome S); Krashen (Stephen); *Monitor Model; Speaking Writing Relationship; Writing Contexts; *Writing Development; Writing Strategies

Scholars from varied disciplines--first language (L1) acquisition, second language (L2) acquisition, composition research, and cognitive psychology--have found a high level of permeability in their search for more effective classroom models of writing instruction. Among the most influential work in this area has been Stephen Krashen's theory of L2 acquisition. Krashen makes a distinction between language learning--involving conscious knowledge of rules--and acquisition, a subconscious process. Cognitive psychologist Jerome Bruner added to Krashen's theory by emphasizing language acquisition as a necessity for thinking and achieving the highest levels of cognitive development. Also influenced by Krashen's work, Alice Horning formed a theory of writing development which states that for basic writers, academic written English is a second language. Other research--such as the work of Jim Cummins, Janet Emig, and the Bullock Report--shows the increasing overlap of research in L1 and L2 acquisition, language and thought, language and learning, and language and writing. Process writing techniques, reflecting this research, utilize natural language settings which develop communication, which in turn facilitates acquisition. Furthermore, methods that promote writing development necessitate student-centered environments which lower anxiety, increase levels of confidence, and provide natural language contexts based on meaningful communication for both L1 and L2 writers. (Twenty-four references are appended.) (MM)

ED 294 231 CS 211 217

Terchek, Mary E.
Problems with Placements: What They Reveal about Writing Skills Internships.

PUB DATE- Mar 88
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College English; *English Departments; Higher Education; Individual Development; *Internship Programs; Professional Development; Program Effectiveness; Program Evaluation; *Student Placement; Student Responsibility; *Writing Skills
IDENTIFIERS- Progress Reporting; University of Maryland College Park

Placements in English departments' internship programs are problematic when writing opportunities lack range and/or depth, but at the same time students often have excellent internship experiences despite limited writing opportunities. An examination of the designs and assumptions of the writing skills internship program in the English Department at the University of Maryland explores these problems and experiences. The program, developed in response to the educational trend towards more vocational majors, assumed that the skills of English majors were linguistic. It requires students to spend one-third of their field work on writing-related activities. For the academic component of the internship, students write a series of technical reports, including a final evaluation of their placement, and develop a portfolio of their field and academic work. The academic integrity of the program has been insured by the way in which the assignments and portfolio allow close supervision and careful evaluation of the intern. The program is also structured to help students reach the primary goal of the internship--to assume responsibility and grow personally and professionally. This goal is fostered by having students write personal statements, part of their own applications and initial reports on goals and responsibilities, as well as on-going progress reports. This approach makes the individual student's professional growth, not the written products, central to the program. (MS)

ED 294 259   CS 506 124

Weiss, Peter E.; And Others

Using Public-Speaking Skills for Teaching Improvement in the Classroom.

PUB DATE- Jan 88
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Communication; Classroom Environment; *Classroom Techniques; Instructional Effectiveness; Learning Strategies; *Public Speaking; Student Attitudes; *Teacher Effectiveness; *Teacher Improvement; Teacher Influence; *Teacher Student Relationship; *Teaching Methods; Teaching Skills
IDENTIFIERS- Communication Strategies; Communicator Style

By using public speaking skills, typical classroom problem areas can be reduced or eliminated. During the first five minutes of class, instructors can orient their audience by reviewing information from the previous class, or gain attention with an interesting story, quote, or humorous incident related to the subject matter. To avoid wasting the last five minutes of class, instructors can summarize material, provide closure, and offer motivation. The problem of students who do not take good notes can be reduced by organizing lectures and using headings and outlines to distinguish major areas from supporting points. To avoid having students become confused or frustrated, instructors can analyze their audience at the beginning of the course to determine interests, and use feedback to monitor student progress. Instructors can reduce student boredom and disinterest by using expression, controlling volume and inflection, revealing their enthusiasm for the subject, supplying a variety of stimuli to keep students motivated, and making use of visual aids and other instructional media. To help students who do poorly on quizzes and/or tests, instructors can clearly distinguish major and minor points, use simplified behavioral objectives, and give sample

quizzes and tests to relieve test anxiety. Finally, instructors should build a rapport with their students to create a mutual learning environment of trust and respect. (Two footnotes and 20 references are appended.) (MM)

ED 294 273 CS 506 139

Kelley, Colleen E.
Soviet SDI Rhetoric: The "Evil Empire" Vision of Mikhail Gorbachev.
PUB DATE- Apr 88
NOTE- 32p.; Paper presented at the Annual Meeting of the Eastern Communication Association (79th, Baltimore, MD, April 27-May 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Disarmament; Discourse Analysis; Foreign Countries; *Foreign Policy; *International Relations; Mass Media Effects; National Defense; *Nuclear Warfare; Peace; *Persuasive Discourse; Political Issues; *Rhetorical Criticism; Rhetorical Invention; Treaties; War
IDENTIFIERS- Burke (Kenneth); *Gorbachev (Mikhail); Pentadic Analysis; Reagan (Ronald); Space Weapons; *Strategic Defense Initiative; United States; USSR

The symbolic presence of Ronald Reagan's Strategic Defense Initiative (SDI) has been and continues to be the pivot point in all summitry rhetoric between the American President and Soviet General Secretary Mikhail Gorbachev. To examine some of the rhetorical choices made by Gorbachev to dramatize his vision of why Ronald Reagan refuses to negotiate on the issue of SDI, Kenneth Burke's "Dramatistic Pentad" is applied. One aspect of Mikhail Gorbachev's rhetorical world is revealed through three October 1986 speeches he presented in Moscow after his meeting with Ronald Reagan in Reykjavik, Iceland. Gorbachev's manipulation of the pentadic terms suggests a starkly different motive behind SDI from that presented by Ronald Reagan: it will allow nuclear superiority by the United States over the Soviet Union rather than peaceful co-existence. Pentadic elements are ordered so that identification with the drama's premises result in any call for peace automatically also becoming a demand for cessation of any SDI research or planning. However, since the Intermediate Nuclear Forces (INF) Treaty is "strategically safe" and would enhance Gorbachev's ethos, and mostly, because the benefits and deficits as well as strengths and weaknesses of the SDI may well remain rhetorical, Gorbachev may not always link Soviet negotiations to demands for an abandonment of SDI, despite the rhetorical vision he invites his audience to share. (Eighty-one notes are included.) (MS)

ED 294 315 EA 020 001

Lynch, Patrick D.
Supervisors' Role and the Use of Failure in Guatemala's Schools.
PUB DATE- Mar 87
NOTE- 15p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Washington, DC, March 12-15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; *Developing Nations; *Economic Development; Elementary Secondary Education; Equal Education; Foreign Countries; *Human Capital; Outcomes of Education; *Political Socialization; *Supervisors
IDENTIFIERS- *Guatemala

National development, a worldwide rationale of mass schooling systems, is both economic and social-integrative and supports the human capital paradigm. The social-integrative objective fosters membership in modern systems of state and money exchange that pull people away from traditional ethnic, cultural, regional, or religious allegiances. This paper considers educational supervisors' roles in Guatemala, a developing country in which the linkage between schooling and economic development is still weak, but in which the social-integrative goal is becoming increasingly important. After a lengthy discussion of Guatemala's recent economic and political crises, the paper identifies national security as a motive behind the redirection of education resources from urban Ladinos to rural Indian populations. Because of insufficient resources, primary education was emphasized, while secondary schooling (more closely related to economic development) languished. In fact, failure (through complex examinations) has been used to reduce the number of secondary students; the real failure is a system too small and irrational to accommodate more than a few lower middle class students. In this situation, supervisors' roles have promoted neither efficiency nor fair access. These roles would clash with the reality of extremely limited resources, the norms of accommodating urban middle class Ladinos, and the political agenda of the all-powerful army officers. Supervisors are merely school inspectors with little training and views of Indians as social inferiors. In 1985, a proposal was made to the Ministry of Education to convert supervisor services from inspector to instrumental roles. True reform will not happen until national policy has identified a stronger linkage between the economy and schooling. Included are eight references. (MLH)

ED 293 978 CE 049 267

Making America Work. Productive People, Productive Policies.
National Governors' Association, Washington, D.C.
PUB DATE- 87
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Agency Role; Educational Legislation; Educational Needs; Federal Legislation; *Federal Programs; *Government Role; Illiteracy; *Literacy Education; Needs Assessment; Private Agencies; Program Content; Public Agencies; Resources; *State Programs

This document deals with the problem of adult illiteracy in America and methods of addressing the problem. The first section contains reports on two gatherings held to address the illiteracy problem: a roundtable discussion by members of the National Governors' Association's Task Force on Adult Literacy of the state role in addressing adult literacy (held on February 2, 1987, in Kansas City, Missouri) and a literacy summit devoted to ways of building partnerships for a literate America (held in St. Louis, Missouri, on March 9, 1987). Part 2 describes the various federal program resources. The provisions of the Adult Education Act are outlined as are those of other legislation authorizing and/or funding family-centered, community-oriented, employment-based, and language-related literacy efforts. In Part 3, information (including the name and address of a contact person) is provided on 23 literacy resources. Included among them are voluntary agencies, private initiatives, corporations, councils, foundations, networks, and professional associations. (MN)

ED 294 061 CE 050 154

Vaughan, Judy
Assessing Reading Skills in an F.E. College.
Adult Literacy and Basic Skills Unit, London (England).
PUB DATE- 88
NOTE- 7p.; Photographs will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Cloze Procedure; *Evaluation Methods; Foreign Countries; Informal Reading Inventories; Models; Readability Formulas; *Reading Diagnosis; *Reading Skills; *Student Evaluation; Test Construction
IDENTIFIERS- SMOG Readability Formula

This guide outlines a model that adult educators can use to construct a test for their adult students, regardless of subject area, that is written at the students' reading level. The problems that written tests pose for trade and technical students in further education (FE) who have poor reading skills and the drawbacks of using commercially produced tests with poor readers are discussed. A model is then proposed for using the Cloze procedure and the Simplified Measure of Gobbledegook (SMOG) readability formula to construct a trade or technical test that does not penalize poor readers. According to the model, a passage containing between 100 and 250 words is selected. The Cloze procedure is then applied to the passage, with every seventh word in the passage being deleted. The passage is then tested with a group of volunteers. A score of 90 percent or higher is taken to indicate independent reading, a score between 75 and 90 percent is considered the instructional level, and scores below 75 percent are considered the frustration level. Specific guidelines are provided for applying the Cloze and SMOG formulas and administering the test. Suggestions are also made for dealing with students' and tutors' lack of familiarity with the Cloze procedure. The model is recommended as a nonthreatening, easy-to-introduce, and informal form of assessment. (MN)

ED 294 106 CG 020 772

Maehr, Martin L.; Kleiber, Douglas A.
Changes in Personal Investment in Adulthood.
PUB DATE- 22 Nov 87
NOTE- 24p.; Paper presented at the Annual Meeting of the
  Gerontological Society (40th, Washington, DC, November 18-22,
  1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference

  Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Need; *Adult Development; *Age Differences;
  *Aging (Individuals); Employee Attitudes; Goal Orientation; Job
  Satisfaction; *Motivation

Early research on motivation, especially achievement motivation, was based on a dynamic model which focused on enduring affective dispositions growing out of early childhood experiences. Cognitive theory provided a way to reconceptualize achievement motivation in terms of achievement-related perceptions, thoughts, and meanings, and a framework for beginning to examine how changing circumstances possibly correlated with age might modify whatever turned out to be defined as achievement motivation. A research project was developed which focused heavily on the development of a workable approach to research in this area. It examined how age was related to meanings and in turn to personal investment. Results from preliminary data on approximately 3,000 adults in white-collar occupations seem to suggest that modest changes in personal incentives may occur with age and that goal directedness may vary with age. The results suggest that job satisfaction tends to increase with age, as does organizational commitment. The research found little evidence of age-related changes in achievement motivation. Motivational patterns appear to be minimally related to age during the working ages of 20 to 70 years of age. (NB)

ED 294 328 EA 020 039

Hyman, Irwin A.; Zelikoff, Wendy

Psychological Abuse in the Schools: An Overview.

Temple Univ., Philadelphia, Pa. National Center for the Study of Corporal Punishment and Alternatives in the Schools.

PUB DATE- Mar 87
NOTE- 22p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (New Orleans, LA, March 4-8, 1987). Contains some faint and broken print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; Classroom Techniques; *Corporal Punishment; Demography; *Discipline; Elementary Secondary Education; *Emotional Problems; Parent Grievances; Psychological Studies; School Surveys; *Teacher Behavior; Teacher Student Relationship
IDENTIFIERS- National Association of School Psychologists; Posttraumatic Stress Disorder

Extreme classroom discipline can cause post-traumatic stress disorders (PTSD) in children. Only extraordinary stressors qualify as stressors resulting in PTSD, yet this requirement is inadequate. Although corporal punishment may be common and acceptable in certain areas, acutely corporally punished children exhibit PTSD, regardless of the region. Further, the requirement is inadequate because stressors affect individuals differently. Common practices confined to given regions should not dictate whether or not a child may be diagnosed as traumatic as a consequence of corporal punishment. Discipline causing stress occurs on two levels. The first level consists of stressors such as criticism of the children, sarcasm, scapegoating, ignoring the children, and demanding too much of the children. On the second level, extreme stressors like verbal attacks and corporal punishment are proven to cause trauma. Thirty-one phone interviews in the Appalachian area reveal symptoms such as avoidance of school and fear of practitioners, loss of trust in adults, loss of enthusiasm for school, refusal to discuss the stressor, nightmares, crying, need for praise, aggressive behavior, and fear of sleeping alone. Symptoms of the resulting family stress include fear, frustration, anger, anxiety, depression, and feelings of guilt. Includes 49 references. (RG)

ED 294 007 CE 050 033

Wright, Calvin E.; Kim, Yungho
A Study of Private and Public Sector Vocational Training Programs in California.
Educational Evaluation and Research, Inc., Menlo Park, Calif.
SPONS. AGENCY- California Community Colleges, Sacramento.
PUB DATE- Mar 88
NOTE- 98p.; Executive Summary is printed on colored paper.
CONTRACT- II-6-155-01
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Colleges; Comparative Analysis; *Corporate Education; Curriculum; Educational Cooperation; *Job Training; Postsecondary Education; *Private Agencies; Program Content; Program Costs; *Public Agencies; State Surveys; Two Year Colleges; *Vocational Education
IDENTIFIERS- *California

A study compared the training activities of 15 community colleges in two California counties with job training programs offered by private industry (companies and industry-related organizations) in the same two counties. Twenty-four companies (of 94 identified) offering training programs in the areas of electronics/electrical technology and secretarial studies were studied. Data for the study were obtained from interviews conducted during site visits, catalogs, course lists, and other documents obtained from the colleges and companies. Three specific questions were addressed by the study. On question 1, the two major reasons given to explain why the companies studied offered courses instead of using community college programs were (1) so that companies could tailor training to their specific needs and (2) because the specific training required was unavailable from local community colleges. On question 2, the companies felt that doing more to determine exactly what industry's training needs are and making sure that curricula and training reflect these needs are the two most important steps that community colleges should take to help industry meet training needs. On question 3, a significant overlap between certain electronics/electrical technology courses offered by community colleges and companies was found; no significant overlap was found between secretarial studies courses offered by the companies and community colleges studied (with the exception of courses in word processing/automation). A majority of the community colleges surveyed did not have any cooperative arrangements to provide training in either secretarial or electronics/electrical technology skills to private companies, but about half the companies surveyed use some courses offered by outside training providers in addition to their own courses. The interview schedules, a literature review, and lists of participating colleges and companies are appended. (MN)

ED 294 020 CE 050 057

Edmo, Kesley, Jr.
All Indian Pueblo Council, Inc. Vocational Education Program Curriculum Materials.
All Indian Pueblo Council, Albuquerque, N. Mex.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 9 Oct 87
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accounting; *American Indian Education; *American Indians; *Associate Degrees; Business Education; Computer Science; Models; Office Occupations Education; *On the Job Training; Postsecondary Education; Secretaries; *Two Year Colleges; *Vocational Education
IDENTIFIERS- *Pueblo (People)

The All Indian Pueblo Council, Inc., Vocational Education Program provides its student participants with the opportunity to attain an associate degree along with concurrent and related on-the-job training (OJT). Job site training is intended to enable students to learn both basic job skills and the work ethics required in the real-world job market. Each participant attends full-time classroom training and receives up to 15 hours of OJT weekly. Job sites are located within the following organizations: All Indian Pueblo Council, Inc.; Indian Pueblo Marketing, Inc.; American Indian Scholarships, Inc.; and the National Indian Youth Council. Job site supervisors oversee student training within each organization. Training is available in accounting, business technology, computer science, and secretarial studies. Training is conducted in accordance with a cyclic model that provides for feed back and feed forward, depending on the OJT training issues to be addressed. The model includes the following components: initial interview, designation and referral to an OJT supervisor, job acclamation, basic skills training, job proficiency improvement, job development, job transition, OJT evaluation, job search and placement, referral, and evaluation of all services provided. (The major portion of this report consists of OJT work progress assessment outlines that have been completed by site supervisors involved in the program's various training components.) (MN)

ED 294 034 CE 050 082

Valaitis, Mirga
Teaching Critical Reading in the Content Areas. Techniques.

PUB DATE- May 88

NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- *Adult Basic Education; Adult Education; *Classroom Techniques; *Content Area Reading; *Critical Reading; Reading Comprehension; *Reading Instruction; *Teaching Methods

The new General Educational Development test demands that students read critically. Teaching critical reading presents a twofold challenge to teachers. First, they must help students expand their knowledge in content areas. They must also teach students the skills involved in reading critically. Because the skills entailed in critical reading are not skills that a teacher can demonstrate, the method of providing learning activities once reading has been completed is not appropriate. One effective method of teaching critical reading is that developed by Harold Herber. Supported by more than 20 years of research, the method emphasizes preparation for and guidance during reading rather than postreading activities. During the preparation stage, the teacher prepares students to receive new information. This serves to motivate students and provide them with a frame of reference into which to receive ideas. Then, during guided reading, students learn to use the processes necessary to obtain meaning from what they read by participating in a simulation of the reading process. Students use a teacher-prepared reading guide that consists of literal and critical statements for students to verify or dispute as they read. Students work in groups of three to five, and teachers check the students' work. Unlike traditional methods of reading instruction in which most discussion takes place after the material has been read, here the discussion takes place before reading and before they have encountered difficulty in comprehending. (MN)

ED 294 076 CG 020 742

Kay, Ruth, Ed.
Plain Talk About...Aging. Plain Talk Series.
National Inst. of Mental Health (DHHS), Rockville, MD.
REPORT NO.- DHHS-ADM-85-1266
PUB DATE- 85
NOTE- 5p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Adjustment (to Environment); *Aging (Individuals); *Change; Health; Income; *Older Adults; *Retirement; Role Perception

Aging is a state of mind as well as body. The stereotypic image of old age is changing with the increasing variety of living patterns and lifestyles of the elderly. The physical and mental indicators of aging are also varied and do not necessarily keep pace with chronological age. The elderly face changes which challenge their physical and mental well-being. Retirement brings with it many changing roles. Changes may occur in family roles, such as becoming a grandparent, and in friendships, social networks, and community involvement. Retirement often means a change in economic status. Some retirees feel free from financial stress while others experience limited income or resources. Older adults can often take advantage of affordable senior housing and discounts offered by transportation systems, restaurants, and entertainment establishments. Older adults may also experience changing behaviors in mind and body, changes in physical health and fitness, and changes in interests and opportunities. Not all of the changes will be positive, but older adults can deal with them and with their new freedoms, experiences, rewards, and challenges if they are prepared to meet them. (NB)

ED 294 090 CG 020 756

Miles, Albert S.
The Law and College Counselors.
PUB DATE- 14 Oct 87
NOTE- 7p.; Paper presented at the Annual Southeastern Conference of Counseling Center Personnel (24th, Tuscaloosa, AL, October 14-16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Confidentiality; Counselor Client Relationship; Counselor Role; *Higher Education; *Laws; Legal Problems; *Legal Responsibility; *School Counselors; Student Rights

Counselors in colleges have found themselves increasingly called into litigation and legal confrontation. By knowing basic concepts of law, counselors can both better protect themselves and improve their services to students. Five specific topics involving law and the counselor that seem to arise most frequently in the work of college counseling personnel are: (1) the personal liability of the counselor; (2) the difference between confidentiality and legal privilege; (3) the counselor's duty to warn; (4) the due process rights of students; and (5) how a counselor as agent for the college can bind the college to promises made by the counselor to students. Counselors should raise questions about safeguards needed for themselves with their college's attorney in order to arrive at an acceptable way to address problems in light of specific circumstances and state law. (ABL)

ED 294 134 CG 020 800

Izutsu, Satoru; Rose, Charles L.
Personality Study of Hawaii Japanese Nonagenarians: Preliminary Findings. Technical Report.
Hawaii Univ., Honolulu. Rehabilitation Research and Training Center.
PUB DATE- May 87
NOTE- 15p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (40th, Washington, DC, November 18-22, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Cooperation; Cross Cultural Studies; Mental Health; *Older Adults; *Personality Assessment; *Personality Traits; Physical Health; Social Life
IDENTIFIERS- Hawaii; Japan; *Japanese People

As part of a larger study of the demographics, family, household, health, diet, activity, functioning, and mental ability of older Japanese people living in Hawaii which will be compared to similar studies conducted in Japan, personality data were obtained from 101 noninstitutionalized Japanese with an average age of 92 years, residing in Hawaii. Data were obtained by home interviews with the assistance of a close family member or caregiver who rated the subject on five personality traits (Cooperative, Expressive, Tenacious, Introvert, Sensitive) consisting of eight components per trait. The subjects received markedly higher scores in Cooperative and Tenacious traits than in the other three traits. Identical findings were obtained from Japanese studies on similar-aged populations. A reasonable hypothesis is that these two traits characterize longevous individuals because of their survivalistic and adaptational functions. There was a positive correlation between the Cooperative and Tenacious traits, and no positive correlations between these traits and the remaining three traits. There were highly significant negative correlations between the Cooperative trait and the three "non-survivalistic" traits. Cooperative and Tenacious traits were also associated with better physical, mental, and social function. (NB)

ED 294 148 CS 009 132

Essential Skills: Reading Activities.
Kentucky State Dept. of Education, Frankfort.
PUB DATE- Jul 85
NOTE- 150p.; For a companion reading skills guide, see CS 009 131.

LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; *Class Activities; Content Area Reading; Educational Objectives; Elementary Secondary Education; *Reading Instruction; *Skill Development; Teaching Methods
IDENTIFIERS- Kentucky State Department of Education

This collection of reading activities was designed to give classroom teachers in Kentucky a variety of approaches, options, and techniques for teaching the essential skills in reading. The activities and skills are organized into units according to grade level; one series of activities follows each reading objective determined to be an indicator of whether a student should pass to the next higher level of achievement. Related activities are cross-referenced. The activities in the primary and intermediate grades are designed to be as multi-sensory as possible to meet the learning style needs of all students. Whenever possible, the activities for a specific skill are listed in a sequential order from introductory to advanced, especially in kindergarten and grades one and two. In grades six through twelve, the activities are listed for different content areas in an effort to emphasize reading as a cross-curricular process and to remind all teachers that reading skills are essential to successful learning in every classroom. (ARH)

ED 294 176 CS 211 150

Brown, Byron K.
From Heuristics to Hermeneutics: Aiding Invention in the Undergraduate Literature Class.
PUB DATE- 17 Mar 88
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Critical Reading; Critical Thinking; Cultural Context; Heuristics; Higher Education; *Literary Criticism; Literature; Literature Appreciation; *Reader Response; Rhetorical Criticism; *Semiotics; Teaching Methods; Undergraduate Study
IDENTIFIERS- Literary Response; Literary Theory; Text Factors; Text Structure

To help students develop a broadly generative approach to reading and writing about literature, teachers of literature should employ not only systematic procedures, but also the eclectic and utilitarian spirit of rhetorical invention. A semiotic perspective offers the most solid theoretical foundation for establishing a genuinely heuristic approach to texts, one capable of encompassing and organizing a variety of interpretive schemata. Using a grid format to illustrate the multiple perspectives that semiotics bring to texts, students are encouraged to examine texts through the two overlapping perspectives--linguistic and cultural--implicit in structuralist and semiotic readings. The linguistic perspective, with categories of repetition, variation, and progression, explores significance as both static (focusing on the oppositions of similarity/dissimilarity, resemblance/difference, or repetition/variation) and dynamic (the progressive unfolding of meaning through shifting relationships generated by the sequential appearance of textual features). From the cultural perspective--in categories of text, literary context, author, and social context--students examine the codes that shape the text's production, considering the work's textuality, intertextuality, and extratextuality. Such a rhetorically-generated grid, drawing on both configurations and extratextual considerations, can simultaneously identify competing interpretive centers while placing them in relation to each other, allowing students to experience interpretation as a creative act. (A chart of the interacting perspectives of linguistic and cultural phenomena is included, and eight references are appended.) (MM)

ED 294 190 CS 211 174

English/Language Arts Model Curriculum Standards, Grades Nine through Twelve. First Edition.

California State Dept. of Education, Sacramento.
PUB DATE- 85
NOTE- 97p.
AVAILABLE FROM- Publications Sales , P.O. Box 271, Sacramento, CA 95802-0271 (complete model curriculum standards--$5.50 each).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bibliographies; *Course Content; *Course Objectives; Curriculum Enrichment; *Curriculum Guides; *English Curriculum; Language Arts; Reading Materials; *Reading Material Selection; Secondary Education; Skill Development; Supplementary Reading Materials
IDENTIFIERS- California State Department of Education; *Curriculum Emphases; *Curriculum Standards

Directed toward the continued refinement of English/Language Arts classroom programs in California schools, this guidebook of curriculum standards for grades 9-12 focuses on an integrated approach to reading in which students share a common classroom experience. The guide presents 10 major concepts essential for the English/Language Arts curriculum: major human values and issues; systematic reading program; reading in depth; reading in breadth; integration of Language Arts; writing instruction; effective training in speaking and listening; direct teaching of vocabulary; specialized courses in writing and speaking; and assessment methods consistent with the new emphasis. For each concept, curriculum standards are given, as well as representative activities to clarify and make more concrete ways in which students might better understand and internalize the overriding concepts and ideas. An appendix provides an extensive list of supplementary readings in literature, and includes: (1) recommended readings for a core and extended literature program; (2) examples of possible thematic units in literature, incorporating core and extended reading programs; (3) literature recommended for recreational/motivational reading; (4) anthologies of shorter works--poems, essays, short stories, short plays, and speeches; and (5) book selection guides. (MM)

ED 294 218 CS 211 203

Madigan, R. J.; And Others

Written Assignments in the Introductory Course.

PUB DATE- Aug 87
NOTE- 16p.; Paper presented at the Annual Meeting of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Content Area Writing; Essays; Essay Tests; *Expository Writing; *Freshman Composition; Higher Education; *Introductory Courses; Psychology; Writing Evaluation; *Writing Improvement; Writing Research
IDENTIFIERS- Writing Assignments; Writing Contexts; Writing Development

In an attempt to contribute to the development of students' writing skills while helping them master basic psychology, a writing component was designed for a medium sized introductory psychology course. Its purpose was to aid in the mastery of course material and to contribute to the development of students' skill in written expression. In the first of two studies, 84 students wrote weekly essays and were graded in part for their ability to write complete sentences and use reasonable grammar. The second study restricted the types of essay questions to four classic rhetorical forms studied in freshman composition. Eighty-one students were given examples of how to write answers to such questions and were no longer graded explicitly on their complete sentences and reasonable grammar; instead they were given a score based on the organization and flow of their essays. Results demonstrate that students do not necessarily improve in their writing skills merely because they are required to write and are being graded on their efforts. Instead an improvement in writing skills was established only after narrowing the kinds of essays students wrote, providing suggestions about writing such essays, and grading the students on the overall quality of their writing. (Three tables giving examples of essay questions and data are included and seven references are appended.) (MS)

ED 294 288 CS 506 157

Perry, David K.; McNelly, John T.

The News Media and Audience Images of Foreign Countries: Optimism and Pessimism.
PUB DATE- May 88
NOTE- 40p.; Paper presented at the Annual Meeting of the International Communication Association (38th, New Orleans, LA, May 29-June 2, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cultural Awareness; Cultural Images; *Foreign Countries; *Mass Media Effects; *News Media; *Public Opinion; Social Attitudes
IDENTIFIERS- *Foreign News; India; Japan; Knowledge Acquisition; Media Coverage; Mexico; United Kingdom; USSR; Venezuela

Examining the impact of news on people's knowledge about and favorableness of opinion toward six foreign countries, a study conducted telephone interviews with 374 adult residents in Tuscaloosa County, Alabama, during November 1984. The nations selected for study included three developed countries (Britain, the Soviet Union, and Japan) and three developing countries (Mexico, India, and Venezuela). Knowledge about the countries was measured by asking respondents to identify the capital and estimate the population and income per person for each country. Respondents were also given the name of each country's political leader and were asked to name that leader's country. Favorableness of opinion was assessed by asking respondents to rate each country on a scale of zero to 100, with zero representing an extremely unfavorable opinion. News orientation variables included traditional exposure items and measures of attention to news. Results indicated that individuals acquire knowledge about the characteristics of developing and developed countries from news in cosmopolitan print media, and from attention to news. Furthermore, data showed that an individual's attention to news about developed countries may contribute to more favorable impressions of them. Results provided evidence consistent with both the optimistic view (media enhances audiences' understanding of nations) and the pessimistic view (audiences acquire negative attitudes from news about developing countries) of news impact on audience knowledge. (Seven tables of data are included, and three pages of footnotes and 35 references are appended.) (MM)

ED 294 342   EC 202 509

O'Connell, Joanne Curry, Ed.
A Study of the Special Problems and Needs of American Indians with Handicaps Both On and Off the Reservation. Volume I: Executive Summary.
Arizona Univ., Tucson. Native American Research and Training Center.; Northern Arizona Univ., Flagstaff. Native American Research and Training Center.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 14 Sep 87
NOTE- 25p.; For the full report, see EC 202 510.
GRANT- G0083C0094; G0083C0095
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *American Indians; Cooperative Programs; Cultural Traits; *Delivery Systems; *Disabilities; Employment Level; Federal Legislation; *Incidence; Needs Assessment; *Vocational Rehabilitation
IDENTIFIERS- *Rehabilitation Act 1973

The executive summary reports on a project to determine the prevalence of disability among American Indians, to identify special problems of American Indians related to vocational rehabilitation, and to survey the extent of cooperative efforts among programs conducted under the Rehabilitation Act of 1973. The summary contains the following components: (1) a description of the American Indian population, (2) a description of the cultural and social characteristics of American Indians that are contributing factors to their disability status and the delivery of rehabilitation services, (3) a summary and conclusions of the major findings of the study, (4) recommendations for improving the status of disabled American Indians, and (5) recommendations for future research. Among findings are the following: 9.88% of the American Indian school age population is handicapped; mortality data indicate a death rate of 1.5 or more times that of the general population and nearly double the general population death rate for ages 15 through 44; unemployment among American Indians is about five times higher than that of the total civilian labor force; and there is a high level of awareness on the part of the vocational rehabilitation state administrators regarding legislative changes to improve services to disabled American Indians. (DB)

ED 294 356 EC 202 525

Richard, Nancy B.
Siblings as Communication Trainers for Prelinguistic Infants with Down Syndrome.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 86
NOTE- 175p.; Ph.D. Dissertation, University of Washington.
GRANT- G008530228
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Childrens Games; *Cross Age Teaching; *Downs Syndrome; Infants; *Interpersonal Communication; Interpersonal Relationship; Intervention; Language Acquisition; Models; Mother Attitudes; Role Playing; *Siblings; Socialization; Social Reinforcement; Young Children

The study examined effects of training older siblings (ages 6-8) of six 1- to 3-year-old infants and toddlers with Down syndrome to employ social communication strategies in play sessions. Three secondary purposes included evaluating effects of intervention upon the communication skills of the Down syndrome children, effects of intervention on interactions with mothers when playing with their Down syndrome children, and evaluation of parent perceptions of interventions with siblings. Baseline, intervention, and follow-up phases were employed. Intervention was delivered over six sessions in the context of familiar games (e.g., ball play, blowing bubbles, peek-a-boo), employing procedures which included modeling with puppets in a series of six videotaped segments, verbal instruction, role playing, and social reinforcement. Results indicated that older siblings consistently increased contingent responses to younger siblings' nonverbal turns. Increased communication of younger siblings was observed in higher frequency of spontaneous comments and more response to turns by older siblings. Younger siblings did not, however, increase initiated turns as a result of intervention with older siblings. Contingent responses by mothers measured before and after intervention did not indicate changes related to the intervention by older siblings. Parents reported they observed a moderate level of change in the interactive play of their children. (JW)

ED 293 993 CE 049 807

Lee, Artis

Read On! II. A Sequential Reading Series. Book 5 and Workbook 5: Let Me Tell You a Story.

Literacy Volunteers of America, Inc., Syracuse, NY.
SPONS. AGENCY- GTE Foundation, Stamford, CT.
PUB DATE- 87
NOTE- 176p.; For related documents, see CE 049 802-808.
AVAILABLE FROM- Literacy Volunteers of America, Inc., 5795 Widewaters Pkwy., Syracuse, NY 13214. Textbook (Stock No. 81225: $3.75); Workbook (Stock No. 81235: $2.00); complete set of six textbooks, six workbooks, and Tutor Resource Sheets: $40.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Adult Reading Programs; Context Clues; Illiteracy; *Language Experience Approach; *Literacy Education; *Reading Instruction; Remedial Reading; Sight Vocabulary; Story Telling; Teaching Guides; Textbooks; Tutorial Programs; Tutoring
IDENTIFIERS- *Assisted Reading Instruction

This textbook is the fifth of six textbooks in a sequential reading series that makes use of the principles of modeling and assisted reading. The series can be used with small groups of three to five learners, with individual learners, or in a peer situation. The approach is that of modified language experience using sight words and context clues and incorporating the decoding skills of phonics and word patterns. General directions for the instructor appear first. Specific directions for the instructor appear throughout the textbook opposite the learners' pages. One story that includes 6 folktales is divided into 9 units. Attachments include a list of suggested activities, the text's scope and sequence, and word lists. The companion workbook contains exercises that are integrated with the textbook. Workbook activities correspond with each of the 10 textbook units and may be given for independent work or home practice. Types of workbook activities include multiple choice, matching, short answer, word formation, and composition (writing). (YLB)

ED 294 049 CE 050 122

Designing and Implementing Youth Programs: Job Training Partnership Act Youth Employment Forums Manual.

National Alliance of Business, Inc., Washington, D.C.; National Association of Private Industry Councils, Washington, DC.; National Governors' Association, Washington, D.C.

SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.; Mott (C.S.) Foundation, Flint, Mich.

PUB DATE- Apr 84

NOTE- 217p.

AVAILABLE FROM- NAB Clearinghouse, 1015 15th St., N.W., Washington, DC 20005.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Academic Achievement; Coordination; Educational Legislation; *Employment Programs; Evaluation Criteria; Federal Legislation; Financial Support; Marketing; *Program Development; *Program Implementation; Records (Forms); Student Evaluation; *Youth Employment; *Youth Programs

IDENTIFIERS- *Job Training Partnership Act 1982

This guide is intended to assist planners and administrators in designing Job Training Partnership Act (JTPA) youth programs. The following topics are covered in the individual chapters: serving youth under JTPA; program planning (planning and performance standards); program operations (participant activities and services under JTPA, establishment of a youth competencies system, and program management and administration); and ways of expanding program opportunities (education and coordination, strategies for marketing youth programs to the private sector). Appendixes include a field memorandum on JTPA requirements, an explanation of alternative methods for determining the percentage of JTPA funds to be expended for youth, a JTPA annual status report form, a youth competencies resources and benchmarking exercise, suggested marketing resources, program design options for nonstipend programs, program models, a training agenda, sample fixed unit price contracts, and evaluation forms. (MN)

ED 294 062 CE 050 158

Competency-Based Employability Skills Program.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.

REPORT NO.- VEC-VOCD-CG-0002; VEC-VOCD-CTIB-0002
PUB DATE- 83
NOTE- 376p.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agricultural Education; Allied Health Occupations Education; Behavioral Objectives; Business Education; Career Choice; *Competency Based Education; Criterion Referenced Tests; Decision Making; Distributive Education; Employee Responsibility; *Employment Potential; Home Economics; Industrial Arts; *Job Skills; Learning Activities; Learning Modules; Lesson Plans; Marketing; Office Occupations Education; Secondary Education; Self Concept; Self Evaluation (Individuals); *Statewide Planning; *Technical Education; Trade and Industrial Education; *Vocational Education; Work Attitudes
IDENTIFIERS- *North Carolina

This guide is intended for use in incorporating competency-based employability skills curricula into vocational and technical education programs. The guide is divided into five sections. The first is a competency listing that includes the competencies identified as necessary for students participating in an employability skills program and a competency listing by program area. A content guide that has been arranged into five units (self-awareness and appraisal, career decision making, preparation for employment, workers' rights and responsibilities, and success in the job market) is provided next. Each unit includes identified competencies, objectives, suggested learning experiences, and resources for use in developing and teaching the course within a suggested grade level (grades 7-8, 9-10, and 11-12). Recommended resources (including textbooks, curriculum guides, microcomputer courseware, and other state curriculum guides) are listed. The appendix consists of activity sheets that can be used by students to reinforce specific objectives addressed in the five units of the content guide. A competency test item bank that has also been included. It contains a competency listing, a table of specifications for course tests, a minimum of three test items, and keys for the test items. (MN)

Stiglmeier, Carol Anne
Alcohol/Drug-Free Schools in New York State. Planning and Policy Guidelines.
New York State Education Dept., Albany.
PUB DATE- 87
NOTE- 99p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Alcohol Abuse; *Drug Abuse; Elementary Secondary Education; Legal Problems; *Prevention; Program Development; *School Community Programs; *School Role
IDENTIFIERS- *New York

This guide was developed to aid school administrators and school board members in leading the planning for a community approach to combat alcohol and drug abuse. It highlights critical aspects of the abuse problem among students in New York and explains the rationale for a cooperative planning effort by the school, the home, and the community. It outlines an approach to involve teachers, parents, students, and members of the community in the school's efforts to create and maintain a school environment that is free of alcohol and drugs. An executive summary gives six steps for using the guide. The first chapter documents the extent of the alcohol and drug abuse problem. Chapter 2 discusses the approach used in the guide, chapter 3 examines curriculum review and development, chapter 4 considers staff and community development and training, and chapter 5 explains the relationship between the school and law enforcement agencies. Chapter 6 focuses on the legal dimension, describing issues surrounding the problem of alcohol and drug abuse. Chapter 7 lists local, state, and national groups involved in drug abuse prevention. Chapter 8 looks at more than 30 student assistance and special prevention programs. Appendix A, How The Law Can Help, considers such legal issues as searching for drugs within the school, suspension and expulsion, and confidentiality of education records. Appendices B and C list local Councils on Alcoholism and local designated agencies by county in New York state. (NB)

ED 294 162   CS 009 151

Bohning, Gerry; Radencich, Marguerite
A Handbook for Using Movable Action Books.
PUB DATE- 88
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Childrens Literature; Elementary Education; Junior High Schools; Middle Schools; Poetry; Reading Instruction; *Reading Materials; *Reading Material Selection; Recreational Reading; Science Materials; Supplementary Reading Materials
IDENTIFIERS- Historical Background; Nursery Rhymes; *Pop Up Books

Prepared as a guide for teachers, parents, and librarians, this handbook presents guidelines for developing a collection of movable action books (also called pop-ups, movables, surprise books, lift-the-flap books, or novelty books) appropriate for use with children in the home or school setting. Following a brief description of action books, their suggested age range, and history, the handbook provides teaching suggestions for using action books at the elementary and middle/junior high school levels. An annotated booklist is then presented, organized by levels--preschool and primary, primary and intermediate, and intermediate and middle school/junior high. Within each level the books are grouped by category and briefly described. Categories for preschool and primary levels include alphabet books, counting books, arithmetic basic facts, telling time, rhyming books, Mother Goose and nursery rhymes, general concept books, concept series, fun recreational reading books, poetry, and old favorites. Primary and intermediate level categories consist of the prehistoric world, changing environment, life cycle, and the balance of nature. Sections for intermediate and middle/junior high school level include art, biological science, natural science, physical science, technological science, social studies, and general reading. An annotated list of reissued antique action books from the 1800s is also provided, and 34 references are appended. (MM)

ED 294 204   CS 211 189

Wolff, Janice M.
"Phaedrus" and the First Person.
PUB DATE- Mar 88
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Dialogs (Literary); Expository Writing; *Freshman Composition; Higher Education; Personal Narratives; *Rhetorical Criticism; Secondary Education; Self Expression; *Writing (Composition)
IDENTIFIERS- Classical Rhetoric; *First Person Discourse; Plato of Athens; Playfulness; Voice (Rhetoric); Writing Models; Writing Strategies; *Writing Style

Composition specialists will find Plato's dialogues, and especially his conception of writing, useful for studying the nature of writing. Plato's strategy, in "Phaedrus" and other dialogues, was to use first person, to conceal himself by using an "I" that he created. In recent times this strategy, using the first person, has been forbidden by many writing teachers, but the writer, through the use of the "I," develops a facility, a fluency in language that teaches the variousness of the "I." By using the first person, the writer discovers the multiplicity of selves which reside in the writing. Plato's model, which he developed in "Phaedrus," is to play at writing rather than to take it seriously. With "Phaedrus," teachers can help students learn to engage in the sort of play allowed only through writing--play in which the writer becomes other people with other opinions and other agenda. In this way writing teachers can use the sort of written texts created by Plato to teach students to write. (Two passages from "Phaedrus" and five references are appended.) (MS)

ED 294 232 CS 211 218

Davis, Kevin
The Dimensions of Talk in Peer Groups: Negotiating Control in Writing Group Conversation.
PUB DATE- Mar 88
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classroom Communication; Communication Research; Freshman Composition; Group Discussion; Group Dynamics; Higher Education; *Peer Groups; *Speech Communication; Writing Evaluation
IDENTIFIERS- Collaborative Learning; *Conversation Theory; Students as Subjects; Student Team Learning; Writing Groups

In this study comparing peer group conversation with conversation in other settings, five college freshmen were observed and taped in the 12th week of the semester during a group discussion about their own writing. Four types of conversational moves were tallied: structural comments, solicitations, responses, and reactions. Comparison of these totals with those in teaching, tutoring, and non-teaching settings revealed that peer group conversation most closely resembles non-teaching conversation. Non-teaching or natural conversation has been described as a series of reactions between speakers. Teaching conversation consists of questions from the teacher, student responses, and then teacher reactions. Tutoring settings fall in the middle, with characteristics of both natural and teaching conversation. All of these settings may be differentiated also in relation to negotiations for control. Non-teaching settings involve little negotiation since participants seem to assume equal status. In traditional teacher settings, the teacher is clearly in control. Questions remaining for future studies are: (1) whether there is a cause and effect relationship between a student's writing ability and that student's participation in the peer group; (2) whether the socialization of women makes them more likely than men to assume active roles in peer groups; and (3) whether peer group conversation's likeness to natural conversation makes it more beneficial to students than other kinds of conversation. (Four tables are included, and two pages of references are attached.) (MHC)

ED 294 245 CS 211 236

English Skills I: Course No. 1001300. Parallel Alternative Strategies for Students.

Florida State Dept. of Education, Tallahassee. Bureau of Education for Exceptional Students.

PUB DATE- Jun 86
NOTE- 385p.; For related documents, see CS 211 237-238.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *English Instruction; High Schools; *Learning Problems; Literature; Oral Language; Reading Comprehension; *Remedial Instruction; Secondary Education; Spelling; State Curriculum Guides; Teaching Methods; Vocabulary Development; Writing Processes

One of a series of Parallel Alternative Strategies for Students (PASS) packages developed to provide Florida teachers with modified appproaches for presenting content courses to mainstreamed exceptional students, this guide was designed as a supplementary text and workbook for a high school English course. The guide is divided into six units of study: Spelling, Vocabulary, Literature, Oral Communication, The Writing Process, and Reading Comprehension. Each unit contains a teacher's guide with the objectives addressed within the unit listed at the beginning, as well as a section which lists various approaches and activities for presenting the unit content to the students. In addition, the spelling and vocabulary units contain the eighth and eleventh grade state Student Assessment Minimum Lists for Spelling and Reading. The student materials in each unit include student study sheets and learning activities, which may be reproduced for the students' use. Each learning activity has a numbered objective in the left-hand corner which is referenced to the objective listed in the teacher's guide in each unit. Answer keys are located in the appendix. This PASS has been correlated to the intended outcomes adopted by the State Board of Education for the English Skills I course and the state-suggested student performance standards. The correlation chart is found in the appendix. (ARH)

ED 294 260 CS 506 125

Holmes, Michael E.
A Conversational Analysis of Computer-Mediated Discourse.

PUB DATE- Nov 87
NOTE- 23p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; Communication Research; *Computer Networks; *Discourse Analysis; *Interpersonal Communication; Man Machine Systems
IDENTIFIERS- *Computer Mediated Communication; Conversational Flow; *Conversational Management; Conversation Theory; Message Transmission

Excerpts from a transcript of computer "conversations" provide the basis for a study of how people manage ongoing interaction, given the constraints of computer-mediated discourse, and whether any unusual conventions are used in doing so. The discourse was analyzed using address, topical references, and adjacency pairs to link the messages. Several factors complicate interaction by computer: the lag between real-time message production and the eventual display of a message on the screen; the absence of behaviors indicating utterance and turn boundaries, turn relevance places, or address; and the elimination of intonation, stress, gaze and pauses as management devices. Participants adapted by typing out "vocalizations" and punctuation marks such as ellipses, using imaginary physical interaction to replace face-to-face contact, and addressing each other by name more frequently than would be necessary in normal conversation. Despite the apparent disorder generated by the linear display of messages from several simultaneous conversations, participants successfully pursued multiple threads of discourse. Further research is necessary to determine to what degree the features described here are idiosyncratic to management of interaction in this particular message system. (One page of references, one appendix, and two figures are attached.) (MHC)

ED 294 274 CS 506 141

Meussling, Vonne
The Field Experience: The Unique Aspect of a Public Relations Program.
PUB DATE- Nov 87
NOTE- 20p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Field Experience Programs; *Field Instruction; Higher Education; Management by Objectives; Persuasive Discourse; Problem Solving; Promotion (Occupational); Publicity; *Public Relations; Teamwork
IDENTIFIERS- Creative Problem Solving; Student Led Activities

Reporting on a public relations course at Indiana State University, this paper presents specific guidelines for students to use in converting the classroom theory of creative problem solving, persuasion, promotion, publicity, and management into the actual staging of a special event and/or fund raising. The paper offers suggestions in the areas of (1) objectives of class; (2) team project goal; (3) professional guidelines; (4) evaluation; (5) organizational process; (6) standards for ethical conduct; (7) steps of dismissal; (8) management team biography; (9) mission statement; (10) background and research; (11) situation analysis; (12) planning and programming; (13) public relations; (14) strategy of execution; (15) communication strategies; (16) interpersonal speech; and (17) progress reports. The paper concludes that these kinds of working experiences make students a stronger match in the job market; allow students a dry run for creative problem solving, research, program planning, and executing strategies for a special event; give students a chance to feel how it is in the competitive ring; and enable students to become acquainted with the executives in charitable organizations who have an inseparable alignment with public relations. Twenty references are appended. (MS)

ED 294 302 EA 019 957

Pounder, Diana G.

Placement of Women and Minority Graduates in Educational Administration.

PUB DATE- 87

NOTE- 29p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Charlottesville, VA, October 30-November 1, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Education; *Educational Administration; Elementary Secondary Education; *Equal Opportunities (Jobs); *Females; Higher Education; *Minority Groups; *Schools of Education; Sex Discrimination; *Sex Stereotypes

IDENTIFIERS- *National Commission Reports

The National Commission on Excellence in Educational Administration 1987 report, "Leaders for America's Schools," has brought renewed attention to the underrepresentation of women and minorities in educational administration. This study attempts to collect data on placement practices of educational administration professors, analyze findings, and discuss implications for women and minority graduates. Survey data (open-ended questions) were collected from department chairpersons and a random sample of professors selected from the University Council for Educational Administration membership. Data were analyzed using qualitative methods, coding like responses into categories or theme areas. Results suggest that traditional stereotypic images are most likely to inhibit placement opportunities in positions in which minorities and women have not been "seen" in the designated role or setting. Professors can work to increase these candidates' visibility. Departments of education can more actively socialize students to the importance of leadership development through professional organizations or community service work. Faculty can formalize the development of students' job search and self-marketing skills and emphasize the importance of (1) maintaining close working relationships and visibility profiles with advisors and other faculty; (2) developing mentoring and networking opportunities in professional circles; and (3) encouraging the early identification and communication of career plans and goals. Job mobility factors also need to be addressed. Efforts to help minority and women placements should also benefit administrator preparation programs as a whole. Included are 34 references. (MLH)

ED 294 316 EA 020 002

Ellett, Chad D.; Garland, JoAnne S.
Teacher Evaluation Practices in Our Largest School Districts: Are They Measuring Up to "State-of-the-Art" Systems?

PUB DATE- Aug 86
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; Evaluation Problems; *Program Effectiveness; *Program Evaluation; School Districts; School Surveys; *State School District Relationship; *Teacher Evaluation
IDENTIFIERS- *Large School Districts

One hundred of the largest school districts from seven regions were surveyed to scrutinize local teacher evaluation policies and practices, to determine the efficiency of local evaluation instruments and procedures, and to compare local teacher evaluation with state teacher evaluation programs. The Teacher Evaluation Practices Survey (TEPS) was sent to superintendents to gather the data. Generally, local teacher evaluation was inferior to state teacher evaluation. Local teacher evaluation practices had not changed since 1979; local practices exhibited ignorance regarding more recent developments; local practices stressed summative uses of data more frequently than formative uses; few districts reported policies that included teaching performance standards or orientation for evaluators; few districts employed evaluators outside of the school district; local evaluator training was insufficient; local teacher evaluation instruments included criteria that were in opposition to research literature; and many districts employed informal observations of teaching, which opposes state teacher evaluation programs. Thus, the incorporation of recently developed practices of state teacher evaluation programs is deficient in local teacher evaluation. The document includes 11 tables, 14 references, and a copy of the TEPS. (RG)

ED 293 979 CE 049 270

Newman, Anabel P.
An Evaluation of the Impact of the Advertising Council's "Volunteer Against Illiteracy" Campaign on Public Awareness of and Resources Devoted to Adult Literacy for 1985.
PUB DATE- Jun 86
NOTE- 677p.; The "Volunteer Against Illiteracy" campaign was sponsored by the Coalition for Literacy and conducted under the auspices of the Advertising Council.
LANGUAGE- English
EDRS Price - MF04/PC28 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *Advertising; Community Resources; Financial Support; Functional Literacy; *Illiteracy; *Literacy Education; Marketing; *Program Effectiveness; Public Relations; Resources; Volunteers
IDENTIFIERS- *Volunteer Against Illiteracy Campaign

A study evaluated how an advertising campaign, conducted by Benton & Bowles Advertising Agency, affected the awareness of literacy needs and increased volunteerism for literacy education among the general public and the business community. Data for the evaluation were gathered in an extensive library search, a survey of Coalition for Literacy personnel, personal and telephone interviews, as well as information gained through correspondence regarding human, site, funding, and other resources. Findings of the 1986 evaluation indicate that (1) awareness of the problems confronting functionally illiterate adults and out-of-school youth in the United States has increased measurably; (2) a measureable increase in human, site, and funding resources has become available; (3) contributions have been made by the book publishing industry and other business groups; and (4) networks have increased donations of broadcast time. These findings suggest the magnitude of the changes in the public awareness of the problems confronting functionally illiterate adults as well as the extent to which human, site, and funding resources have grown during the first year of the awareness campaign. Extensive appendixes include a bibliography and materials from the Coalition for Literacy, Contact Literacy Center, National Advisory Council on Adult Education, studies of adult literacy, the U.S. Department of Education's National Adult Literacy Initiative, the Advertising Council, the Business Council for Effective Literacy, and Project Literacy U.S. (KC)

ED 294 077   CG 020 743

Where to Turn for Help for Older Persons: A Guide for Action on Behalf of An Older Person.
Administration on Aging (DHHS), Washington, D.C.
PUB DATE- 87
NOTE- 53p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Advocacy; Community Services; Financial Problems; Health Services; *Helping Relationship; Housing; *Human Services; Legal Problems; *Older Adults

This guide was written to help persons find help when they are faced with an urgent situation regarding an elderly family member, friend, or neighbor. It provides guidance as to where to find help in the community where the older person lives. The first section of the guide contains the most frequently asked questions in significant areas of life, giving each question a page and item number to help readers locate information in the guide. A financial section describes the Older Americans Act, Social Security, Supplemental Security Income, Medicare, Medicaid, other public supported programs, private resources, home equity conversion, property tax exemptions, tax benefits, and senior citizen benefits. A health section looks at medical, psychiatric, hospital, and emergency services; hospice programs; and nursing home care. The community services section discusses information and referral, emergencies, transportation, in-home care, chore services, home improvement, medical equipment, nutrition, respite care, adult day care, counseling, support groups, reassurance, and social activities. Legal issues addressed include power of attorney, durable power of attorney, guardianship, wills, living wills, and other issues. The section on shelter reviews several housing options for older adults. The final section of the guide lists names and telephone numbers for State Agencies on Aging for the 50 states, the District of Columbia, Samoa, Guam, Puerto Rico, Trust Territory of the Pacific Islands, and the Virgin Islands. (NB)

ED 294 091 CG 020 757

Bradley, Valerie J., Ed.; And Others
Citizen Evaluation in Practice: A Casebook on Citizen Evaluation of Mental Health and Other Services.
National Inst. of Mental Health (DHHS), Rockville, MD.
REPORT NO.- DHHS-ADM-84-1338
PUB DATE- 84
NOTE- 170p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Collected Works - General (020)
DESCRIPTORS- Case Studies; *Citizen Participation; *Community Programs; *Evaluation Criteria; *Evaluation Methods; *Mental Health Programs; *Program Evaluation

This casebook provides a reference and technical assistance tool for citizens and consumers with varying levels of knowledge or experience in the field of evaluation and monitoring, focusing on mental health centers. The purposes of this casebook and current knowledge about citizen evaluation are discussed. The 51 case summaries presented are grouped into these categories: (1) the evaluator's place in the mental health system; (2) extent of involvement of evaluators; (3) scope of coverage of evaluation; (4) focus of evaluation; and (5) procedures for evaluation. The format for case studies consists of a summary, type of organization evaluated, description of evaluators, reasons for evaluation, level of participation, target of evaluation, problems or issues evaluated, techniques used, findings of evaluation activities, recommendations, steps to ensure implementation, extent of implementation, special barriers to or support for evaluation, resources and costs, additional comments, and contact person. References and a glossary of terms are included. (ABL)

ED 294 107 CG 020 773

Johnson, Donald A.; And Others
Attitudinal Flexibility and Intellectual Functioning in the Elderly.
PUB DATE- 22 Nov 87
NOTE- 30p.; Paper presented at the Annual Meeting of the Gerontological Society (40th, Washington, DC, November 18-22, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Attitude Change; Attitudes; *Cognitive Processes; Health; *Older Adults; *Personality Traits; Stress Variables
IDENTIFIERS- *Attitudinal Flexibility

This study examined the effects of attitudinal flexibility on changes in intellectual functioning in the elderly over a 7-year period through the use of linear structural equation modeling.

Older adults (N=181) were surveyed about their health problems, leisure activities, social contacts and resources, stressful life occurrences, and current psychological health. This information was matched with their personality and cognitive test score data assessed in 1977 and in 1984. Results from covariance structure modeling indicated that attitudinal flexibility appeared to have a weak positive influence upon engagement in an active lifestyle. Active lifestyle, however, was only slightly predictive of changes in intellectual functioning. A moderately strong positive correlation was observed between intelligence and attitudinal flexibility in both 1977 and 1984, but this relationship was not predictive of continued maintenance of ability. The role of attitudinal flexibility as a mediating influence on stress and health was confirmed: attitudinal flexibility reduced the effects of health problems for individuals experiencing many stressful life events. Health problems were significantly related to declines in intellectual functioning, suggesting that attitudinal flexibility has a beneficial indirect influence upon cognitive functioning. (Author)

ED 294 149 CS 009 133

Webster, Raymond E.; And Others

Phonetic Recoding Ability and Reading Proficiency in Fifth and Sixth Grade Readers.

PUB DATE- Aug 87

NOTE- 26p.; Paper presented at the Annual Meeting of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987). Uneven type quality may affect legibility.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Elementary Education; *Encoding (Psychology); Grade 5; Grade 6; Intermediate Grades; Learning Processes; Memorization; Phonetic Analysis; Reader Text Relationship; Reading Ability; Reading Research; *Reading Strategies; Recall (Psychology);

Visualization

To examine the role of phonetic code in memory, a study investigated the use of phonetic recoding strategies in fifth and sixth graders identified as good and poor readers. Subjects--120 students with IQ scores in the average range--were divided evenly between both grades. Thirty subjects from each grade who scored above the 50th percentile on the California Achievement Test were selected as good readers, and 30 subjects from each grade who scored below the 50th percentile were designated as poor readers. Students were individually tested in two separate sessions separated by one week. For the visual input condition, students were shown 28 monosyllabic words one at a time, asked to say each word aloud, and told to remember each word shown. A second set of words was presented one at a time; students replied "yes" if they thought the word was on the previous list, or "no" if they thought the word was not on the previous list. For auditory presentation the initial set of words was presented verbally and the recognition list presented visually. Word pairs were classified as phonetically similar if they shared the same vowel sound and differed by no more than three consonantal phonetic features. Results indicated that good and poor readers made equivalent numbers of recognition errors on phonetically similar and dissimilar items. Groups could not be distinguished by their use of a phonetic code in working memory. (One table is included, and 31 references are appended.) (MM)

ED 294 329 EA 020 040

Zelikoff, Wendy L.; Hyman, Irwin A.
Psychological Trauma in the Schools: A Retrospective Study.
Temple Univ., Philadelphia, Pa. National Center for the Study of Corporal Punishment and Alternatives in the Schools.
PUB DATE- Mar 87
NOTE- 18p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (New Orleans, LA, March 4-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; Corporal Punishment; Court Litigation; *Discipline; Elementary Secondary Education; *Emotional Problems; Psychological Studies; School Surveys; *Teacher Behavior; Teacher Student Relationship
IDENTIFIERS- National Association of School Psychologists; Posttraumatic Stress Disorder

An increase in clinical cases indicates that trauma in school children can be connected to teacher abuse. A survey was administered to 35 college undergraduates, 40 school teachers, 41 special educators, and 65 mixed individuals from Pennsylvania, New Jersey, New York, Delaware, Georgia, and Puerto Rico to determine the nature of the abuse, its effect on children, and the symptoms resulting from the abuse. Responses to the survey reveal incidences of verbal abuse and subsequent symptoms such as personality change, recollection of the traumatic incident, concentration difficulties, avoidant reactions, psychological numbing, and physical problems. The survey further shows the longevity of symptoms and differences in the development of symptoms. Finally, the survey demonstrates that (1) demography influences the incidence of child abuse by teachers; (2) sarcasm, ridicule, voice-raising, criticism for low achievement, unjustified punishment, and restricting students from nonacademic activities are often identified as traumatic school stressors; (3) 60 to 86 percent of the subjects claimed to have had a traumatic school experience; and (4) the school teachers reported reduction in self-esteem as the longest lasting symptom. A training program is advisable to improve disciplinary techniques. Included are 3 tables and 18 references. (RG)

ED 294 021 CE 050 058

Hartmann, Heidi I., Ed.; And Others
Computer Chips and Paper Clips. Technology and Women's Employment.
Volume I.
National Academy of Sciences - National Research Council, Washington, DC. Committee on Women's Employment and Related Social Issues.
SPONS. AGENCY- Economic Development Administration (DOC), Washington, D.C.; National Commission for Employment Policy (DOL), Washington, D.C.; Women's Bureau (DOL), Washington, D.C.
REPORT NO.- ISBN-0-309-03688-7
PUB DATE- 86
NOTE- 234p.; For volume II, "Case Studies and Policy Perspectives", see CE 050 059.
AVAILABLE FROM- National Academy Press, 2101 Constitution Avenue, NW, Washington, DC 20418 ($19.95; two-volume set: $49.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Books (010)
DESCRIPTORS- Adult Education; Automation; Demand Occupations; *Employed Women; *Employment Level; *Employment Patterns; Employment Projections; Females; Futures (of Society); Information Processing; *Information Technology; Labor Needs; *Quality of Working Life; *Technological Advancement; Telecommunications

This report, prepared by the Committee's Panel on Technology and Women's Employment, identifies and analyzes the effects of technological change on the quantity and quality of women's paid employment. Chapter 1 defines technological change, describes changes in information technologies, discusses the measurement and characteristics of technological change, and explores the economic and social context of technological change and possible employment effects. It describes women's employment situations and explains why differential effects are expected for women workers. Chapter 2 discusses selected examples of technological change in communications and information processing and considers especially its effects on women's employment levels and on the content and quality of work. Chapter 3 analyzes the current and future effects of technological change on the levels of employment and the structure of occupations and considers changes in worker supply and demand. It reviews Bureau of Labor Statistics projections, presents estimates of the most plausible worst case, and examines recent and projected shifts in the demand for various occupations. Chapter 4 analyzes the current and likely future effects of technological change on employment quality and explores the roles of managers and workers in implementing new technologies and improving employment quality. Chapter 5 offers recommendations to facilitate the mutual adaptation of technology and employment. The monograph contains a 258-item list of references and concludes with biographical sketches of dance members and staff and an index. (YLB)

ED 294 035 CE 050 083

Torbert, James Brison
Improving Self-Directed Learning in the Phoenix Air Guard.
PUB DATE- May 88
NOTE- 120p.; Ed.D., doctoral research project, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Learning; Continuing Education; Delphi Technique; *Educational Attitudes; *Employee Attitudes; *Independent Study; *Learning Readiness; Military Training; Older Adults; Postsecondary Education; *Student Motivation
IDENTIFIERS- Nominal Group Technique

A study was conducted to (1) identify obstacles to self-directed learning, (2) develop strategies to overcome them, and (3) identify the self-directed learning readiness level of two groups of employees for possible clues in improving self-directed learning in the Phoenix Air Guard. The study used two group processes (the Delphi technique with a group of 25 professionals in the fields of adult and higher education and the Nominal Group Technique with a selected 21-member group of Air National Guard supervisors), and one test instrument, the Self-Directed Learning Readiness Scale developed by Lucy Guglielmino. The normative method of research was used to test the following null hypothesis: there is no significant difference in the scores on the Guglielmino scale between a randomly selected group of 25 workers and 25 retired workers of the Phoenix Air Guard. The Delphi process identified seven obstacles that hamper adult learning (other obligations, time management, effort, lack of motivation, confusion over instructions, lack of resources, and institutional requirements), whereas the Nominal Group process produced a list of 28 prioritized strategies for dealing with these obstacles. The Self-Directed Learning Readiness Scale scores indicated no significant difference between the group means (therefore, no difference in readiness to learn based on age). From the study's conclusions were formulated recommendations to encourage more self-directed study by members of the Phoenix Air Guard. Nineteen tables and a four-page bibliography are provided. The appendixes include research instruments and score sheets. (KC)

ED 294 121   CG 020 787

Abler, Rose M.; Sedlacek, William E.
Freshmen Sexual Attitudes and Behaviors Over a 15-Year Period. Research Report #20-87.
Maryland Univ., College Park. Counseling Center.
PUB DATE- 87
NOTE- 28p.
AVAILABLE FROM- Counseling Center, University of Maryland, College Park, MD 20742-020787.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Freshmen; Comparative Analysis; Higher Education; Homosexuality; *Sex Differences; *Sexuality; *Student Attitudes; *Student Behavior; Trend Analysis

Although investigations of college student sexual attitudes and behaviors have appeared in the literature since the 1960s, assessing long-term attitudinal and behavior patterns is difficult when comparing studies which have employed different populations and different settings. In an attempt to provide information about such long-term patterns while controlling the population and setting, samples of incoming freshmen at the University of Maryland in 1972 (N=750), 1983 (N=460), and 1987 (N=285) completed an anonymous questionnaire assessing their sexual attitudes and beliefs. The results revealed that students in all 3 years were personally more conservative than they believed others to be. Students in recent years expressed more liberal views about homosexuals but were also more likely to indicate that, if they were homosexual, they would want this fact hidden from others. Reported levels of sexual intercourse were lower in recent years. Males in all years reported more liberal personal sexual codes than did females, attesting to the stability of gender differences in sexual attitudes and behaviors. (Author)

Dieffenbach, Ann
Progress Report on Geriatric Medicine.
National Inst. on Aging (DHHS/PHS), Bethesda, MD.
REPORT NO.- NIH-82-2307
PUB DATE- Sep 82
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Futures (of Society); *Geriatrics; *Health Needs; Medical Education; *Older Adults; *Physicians; Population Trends

Recent studies by the Institute of Medicine, part of the National Academy of Sciences, and the Rand Corporation have suggested that most physicians in the United States are inadequately trained to cope with the care of the elderly, in spite of the fact that over 11% of the population is over age 65. At present, nearly 30% of all health care dollars are spent on persons over the age of 65. It has been estimated that in the near future, physicians will be spending about one-half of their practice time caring for the elderly. It is necessary to start now if there are to be enough health professionals in geriatric medicine to meet this future need. This progress report on geriatric medicine presents, in question-and-answer format, significant questions related to geriatric medicine, including: (1) what is geriatric medicine; (2) how do older people differ medically from younger people; (3) why do we need to improve the training of physicians in geriatric medicine; (4) what qualities are essential in a physician who cares for the elderly; (5) how will a medical profession well-versed in geriatrics benefit society; (6) what has been done to promote the teaching of geriatric medicine; (7) how could geriatrics be worked into medical school curricula; (8) what is the role of the National Institute on Aging; (9) what other training programs are available; (10) what lies ahead; and (11) what further information is available. (NB)

ED 294 191 CS 211 175

Literature for All Students: A Sourcebook for Teachers.
California State Dept. of Education, Sacramento.

PUB DATE- 85
NOTE- 237p.; Written by the California Literature Institute participants, 1985.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Role; Classroom Environment; Computer Managed Instruction; *Course Content; Curriculum Guides; Educational Media; Educational Philosophy; Educational Resources; *English Curriculum; Essay Tests; High Schools; Instructional Material Evaluation; *Language Arts; *Literature Appreciation; Professional Associations; Reading Materials; Secondary Education; Student Writing Models; Teacher Role; Teaching Methods; Writing Evaluation; Writing Processes
IDENTIFIERS- Book Clubs; *California; Collaborative Learning; Dialogue Journals; *Writing Assignments

As part of an ongoing dialogue among teachers in California high schools, this sourcebook addresses some of the issues involved in teaching English/Language Arts at the secondary level. The sourcebook is divided into eight chapters, and begins with an overview answering questions concerning the California Model Curriculum Standards (MCS) for English and Language Arts. The second chapter discusses the philosophy and background of the reform in English Language Arts, and the third and fourth chapters focus on the administrator's and teacher's roles in implementing the MCS. Chapter 5, "The Classroom: Literature for All Students," proposes a process approach to reading and writing; chapter 6, "The Student: Collaborative Learning," focuses on active student participation in the learning process; chapter 7, "Assessment: Student Progress in Understanding Literature," discusses assessments emphasizing process and product; and the final chapter, "Resources," presents information about books, films and videos, computers, statewide instructional/professional development centers, and funding. (Fifteen illustrations are included, and a list of 1985 California Literature Institute participants, narratives explaining the charts in chapters 1 and 4, lessons for Eugene Ionescu's play "The Rhinoceros," and a selected bibliography of related documents are appended.) (MM)

ED 294 219 CS 211 204

Gandesbery, Jean

Listening To See: The Place of Oral History in Composition Classes.
PUB DATE- 88
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Family History; Higher Education; Interviews; *Oral History; Personal Narratives; Reading Writing Relationship; Student Motivation; *Writing (Composition); Writing Instruction
IDENTIFIERS- Historical Materials; Informants; Writing Assignments

Oral history provides unusually rewarding opportunities for teaching writing. It teaches students to listen to the language of others and to understand the value of the "ordinary life." One method of teaching oral history in writing classes involves students' writing the story of any person who interests them. A variety of sources, academic and from within the general culture, may be used as models or sources of ideas. Students often write about relatives, and the writing enables both generations to understand better the lives of those perceived as remote and lacking in common ground. One student, for example, wrote an oral history of his grandmother, from whom he had long been estranged. The telling and writing of the oral history allowed grandmother and grandson to overcome generational, cultural, linguistic, and emotional differences. An important outcome of the use of oral history in the writing class is that students' confidence grows as they realize that they are contributing to an important genre, that their writing can be judged according to standards they find compatible to their own, and that they possess the essential ingredients of writing interesting and valuable oral histories. (Nineteen references are attached.) (ARH)

ED 294 246 CS 211 237

English Skills III: Course No. 1001360. Parallel Alternative Strategies for Students.

Florida State Dept. of Education, Tallahassee. Bureau of Education for Exceptional Students.

PUB DATE- Jun 86

NOTE- 450p.; For related documents, see CS 211 236 and CS 211 238.

LANGUAGE- English

EDRS Price - MF01/PC18 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *English Instruction; High Schools; *Learning Problems; Literature; Mainstreaming; Oral Language; Reading Comprehension; *Remedial Instruction; Secondary Education; Spelling; *State Curriculum Guides; Teaching Methods; Vocabulary Development; Writing Processes

IDENTIFIERS- Florida State Department of Education

One of a series of Parallel Alternative Strategies for Students (PASS) packages developed to provide Florida teachers with modified approaches for presenting content courses to mainstreamed exceptional students, this guide was designed as a supplementary text and workbook for a high school English course. The guide is divided into seven units of study: Vocabulary, The Writing Process, Written Composition, Reference Skills, Oral Presentation, Reading Comprehension, and Literature. Each unit contains a teacher's guide with the objectives addressed within the unit listed at the beginning, as well as a section which lists various approaches and activities for presenting the unit content to the students. In addition, the spelling and vocabulary units contain the 11th grade state Student Assessment Minimum Lists for Spelling and Reading. The student materials in each unit include student study sheets and learning activities, which may be reproduced for the students' use. Answer keys are located in the appendix. This PASS has been correlated to the intended outcomes adopted by the Florida State Board of Education for the English Skills III course and the state-suggested student performance standards. The correlation chart is found in the appendix. (ARH)

ED 294 289 CS 506 158

Koester, Jolene; Olebe, Margaret
The Relationship of Cultural Similarity, Communication Effectiveness and Uncertainty Reduction.
PUB DATE- Nov 87
NOTE- 25p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987). References may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; *Cross Cultural Studies; Cultural Interrelationships; Culture Contact; Higher Education; *Intercultural Communication; *Interpersonal Communication
IDENTIFIERS- Communication Behavior; Communication Competencies; Dyadic Interaction Analysis; *Uncertainty Reduction

To investigate the relationship of cultural similarity/dissimilarity, communication effectiveness, and communication variables associated with uncertainty reduction theory, a study examined two groups of students--a multinational group living on an "international floor" in a dormitory at a state university and an unrelated group of U.S. students living in another dormitory. Subjects, nine pairs of intercultural roommates and eight pairs of culturally homogeneous roommates, completed questionnaires which were distributed at floor meetings three weeks before the end of the semester. Communication effectiveness was measured by a global item ("My roommate is an effective communicator") embedded within the questionnaire, and by a modified version of B. D. Ruben's nine behavioral scales for the assessment of intercultural communication effectiveness. Results showed no significant difference in the communication between culturally similar and dissimilar roommates. Findings also indicated that communication effectiveness had an independent effect on four variables--disclosure, attitude similarity, interpersonal attraction, and attributional confidence. The hypothesis predicting an interaction effect between cultural similarity and communication effectiveness was not supported. (Thirty-nine references are appended.) (MM)

ED 294 343 EC 202 510

O'Connell, Joanne Curry, Ed.

A Study of the Special Problems and Needs of American Indians with Handicaps Both On and Off the Reservation. Volume II: Individual Reports. Volume III: Appendices.

District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance and Management Planning.; Northern Arizona Univ., Flagstaff. Native American Research and Training Center.

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 14 Sep 87
NOTE- 337p.; For related documents, see EC 202 509.
GRANT- G0083C0094; G0083C0095
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *American Indians; Cooperative Programs; Cultural Traits; *Delivery Systems; *Disabilities; Elementary Secondary Education; Employment Level; Federal Legislation; Health Needs; *Incidence; Needs Assessment; *Vocational Rehabilitation

Five individual study reports included in this volume detail a project to determine the prevalence of disability among American Indians, to identify special problems of American Indians related to vocational rehabilitation, and to survey the extent of cooperative effort among programs conducted under the Rehabilitation Act of 1973. The first report provides an overview of the American Indian population and the influence of the Indian culture on individuals with disabilities. Subsections address socioeconomic characteristics, educational status, health status, unemployment status, tribal membership, government policies, and policy implications for the disabled. The second report is an analysis of the prevalence of disability among American Indians using school based data. A high prevalence 5% to 9% of learning disablities was found. The next report used health related data to analyze the incidence of disability among American Indians and concludes that American Indians lose 1.5 times the number of years of life as all races combined through age 65. The fourth report provides an analysis of labor market participation of American Indians and the implications for rehabilitation, including an unemployment rate about five times higher than that of the overall population. The final report looks at the nature and extent of cooperative efforts by state vocational rehabilitation programs for disabled Indians. Cooperative agreements had been or were planned to be established in ten states. Volume III which comprises the appendices to Volume II is attached. (DB)

ED 294 357 EC 202 526

Flores, Joe G., Jr.
Disabled Children's Project. Annual Report, September 1, 1986, through August 31, 1987. Innovations in Child Protective Services.
Texas State Dept. of Human Resources, Austin.
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- 30 Sep 87
NOTE- 77p.
GRANT- OHDS-06CA287-02
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Children; Curriculum Development; Delivery Systems; *Disabilities; Financial Support; *Foster Family; Home Programs; Infants; Needs Assessment; Nurses; *Nursing; *Parent Education; Program Implementation; *Regional Programs
IDENTIFIERS- Disabled Childrens Project; Texas

The first annual report of the Disabled Children's Project, a 2-year project in Texas, provides information on project background, goal and objectives, approach, operations and accomplishments, and issues and problems. The project was designed to (1) provide training and support services to birth parents and foster parents of disabled infants and children and (2) help birth and foster parents access social and financial resources available. Main accomplishments of the regional program during its first year were: development of draft standards and procedures for the project nurses in home training of parents; identification of training needs of foster parents; development of a group training curriculum for birth and foster parents on the care of disabled infants and children; provision of nursing consultation services; identification of social and financial resources available for disabled infants and children; development of procedures for identifying disabled children; and identification of disabled children. Major problems encountered included a state mandated hiring freeze and a shortage of nurses in one region. Second year plans include provision of full services to birth and foster parents and development of written guidelines for identifying and accessing social and financial resources. Among appendixes are project forms, the detailed work plan, and correspondence. (DB)

ED 293 994 CE 049 808

Coville, Bruce
Read On! II. A Sequential Reading Series. Book 6 and Workbook 6: In My Opinion.
Literacy Volunteers of America, Inc., Syracuse, NY.
SPONS. AGENCY- GTE Foundation, Stamford, CT.
PUB DATE- 87
NOTE- 140p.; For related documents, see CE 049 802-807.
AVAILABLE FROM- Literacy Volunteers of America, Inc., 5795 Widewaters Pkwy., Syracuse, NY 13214. Textbook (Stock No. 81226: $3.75); Workbook (Stock No. 81236: $2.00); complete set of six textbooks, six workbooks, and Tutor Resource Sheets: $40.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Adult Reading Programs; Context Clues; Illiteracy; *Language Experience Approach; *Literacy Education; *Reading Instruction; Remedial Reading; Sight Vocabulary; Teaching Guides; Textbooks; Tutorial Programs; Tutoring
IDENTIFIERS- *Assisted Reading Instruction

This textbook is the sixth of six textbooks in a sequential reading series that makes use of the principles of modeling and assisted reading. The series can be used with small groups of three to five learners, with individual learners, or in a peer situation. The approach is that of modified language experience using sight words and context clues and incorporating the decoding skills of phonics and word patterns. General directions for the instructor appear first. Specific directions for the instructor appear throughout the textbook opposite the learners' pages. One story that is divided into 17 units is provided. Attachments include a list of suggested activities, the text's scope and sequence, and word lists. The companion workbook contains exercises that are integrated with the textbook. Workbook activities correspond with each of the 10 textbook units and may be given for independent work or home practice. Types of workbook activities include multiple choice, matching, short answer, word formation, and composition (writing). (YLB)

ED 294 008 CE 050 034

Pucel, David J.
The Perceived Importance of Future Characteristics of Postsecondary Vocational Education Curriculum among Key Decision-Making Groups.
PUB DATE- Apr 88
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). For a related document, see ED 290 954.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Development; Educational Change; Educational Needs; *Educational Planning; Extension Education; *Futures (of Society); *Policy Formation; Postsecondary Education; Program Improvement; *Statewide Planning; *Vocational Education
IDENTIFIERS- *Minnesota

A study was conducted to determine the characteristics that key decision makers deem important for the curricula of Minnesota's technical institutes in the year 2000. The technical institutes in question are postsecondary institutions that offer both day school and adult extension programs. The study focused on the actual process of curriculum design and decision making rather than on the changing content of vocational education or administrative structures. A survey instrument was sent to 497 individuals from the following 10 key decision-making groups: the Minnesota State Board of Vocational-Technical Education; state board staff; technical institute directors, assistant directors, adult directors, curriculum specialists, financial aid coordinators, counselors, and instructors; and employers of technical institute graduates. Eighty-two percent of the surveys were returned. The greatest disagreement was between technical institute instructors and directors, employers and state board staff, and employers and technical institute directors. However, even the groups that disagreed the most still managed to agree 80 percent of the time. A detailed scenario for postsecondary vocational education curricula in Minnesota in the year 2000 was developed on the basis of the data obtained during the survey. The paper concludes with a scenario listing things that were deemed likely and unlikely to happen in the following areas: needs assessment, program access, articulation, program purpose, content identification, student evaluation, program format, lesson structuring, learning resources, and program evaluation. (MN)

ED 294 050 CE 050 126

Fadely, Diane C.
Job Coaching in Supported Work Programs.
Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
REPORT NO.- ISBN-0-916671-75-5
PUB DATE- 87
NOTE- 164p.
AVAILABLE FROM- Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Job Development; *Job Placement; *On the Job Training; Records (Forms); Secondary Education; Student Evaluation; *Transitional Programs; Vocational Evaluation; *Vocational Rehabilitation; *Work Experience Programs
IDENTIFIERS- *Job Coaches; *Supported Work Programs

This guide is intended to address the many roles and functions of job coaches in various employment settings. The guide was written to assist the following groups of service providers: (1) vocational rehabilitation personnel working in rehabilitation facilities, sheltered workshops, work activity centers, or other supported work-oriented programs; and (2) school system personnel, specifically those involved with work experience or work study transitional programs. The materials included can be used as a self-study or inservice training programs text, an aid to supervisors planning to hire job coaches, or a guide for agencies seeking to establish supported work programs. The following topics are covered in the individual chapters: vocational evaluation, job development, job analysis, client-to-job matching, on-the-job training, and worker evaluation. Each chapter describes techniques and procedures that have been found to be effective in actual job coaching situations. Initial employer contact, employment survey, position/job site survey, job analysis, client analysis, client-to-job matching, task analysis, production rate, and supervisors' employee evaluation forms are also provided. Appendixes include information about supplemental security income and lists of agencies serving and journals dealing with disabled populations and related employment issues. (MN)

ED 294 163 CS 009 152

Henk, William A.
Technological Advances and the Study of Reading.

PUB DATE- 12 Nov 87
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Computers; Dyslexia; Eye Fixations; Identification; *Neurology; Reading Ability; Reading Diagnosis; *Reading Difficulties; Reading Instruction; *Reading Processes; Reading Research; Scientific and Technical Information; *Technological Advancement
IDENTIFIERS- Brain Research; Brain Waves; Computerized Techniques; Neuroanatomy; *Psychoneurological Assessment; Topographic Brain Mapping; X Rays

Recent technological advances in neuroanatomy and neurophysiology have unearthed structural and functional patterns in the brain that can be associated with severe reading disabilities. As a response, this paper examines several computer-driven technologies whose capabilities shed light on brain-related issues germane to reading, with the intent of preparing reading professionals for the impact which technology may soon exert on diagnostic and instructional reading endeavors. Technologies discussed in the paper are: (1) x-ray monitoring techniques; (2) radioactive isotope imaging; (3) magnetic resonance imaging; (4) brain wave monitoring; and (5) eye tracking. The paper assesses each technology as to cost, invasiveness, success at imaging brain tissue, provision of anatomical and functional data, and capacity to provide real time data. The paper argues that because of these new technologies, reading educators may soon engage in more productive collaborations with neuroscientists, but that not all of the answers reading educators seek are to be provided by these technologies. The paper concludes that issues such as optimum grouping procedures, classroom management, and discipline lie outside the technological realm. (Nine pages of references are attached.) (MHC)

ED 294 177 CS 211 154

Ciofalo, Andrew
Professors Can Be Friends of a Free Press Too.
PUB DATE- Mar 88
NOTE- 23p.; Paper presented at the Annual Meeting of the College Press Association (10th, New York, NY, March 16-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Freedom; Catholic Schools; *Censorship; Faculty Advisers; *Freedom of Speech; Higher Education; Journalism; News Media; *School Newspapers; Student College Relationship; Student Government; Student Organizations; *Student Publications; Teacher Student Relationship
IDENTIFIERS- *First Amendment; *Loyola College MD

A faculty adviser to the student newspaper at Loyola College, a small Catholic liberal arts college in Maryland, encountered difficulties concerning First Amendment rights. Previous efforts to establish guidelines for the student press by factions in the administration had failed, and the student newspaper has been able to solidify its First Amendment position with the help of the faculty and the Writing/Media Department. In this process the student press had to fend off challenges for control from student government, threats of economic censorship, and other assaults that paid no heed to judicial precedents. Internal fiscal malfeasance by some of the editors and a failure of the fiscal oversight responsibility of the student government also threatened the paper's existence. Through a series of events, which included setting up a new student newspaper in the Writing and Media Department and not seeking a direct budget allocation from student government, the paper has begun a process of extricating its fiscal control from the student government. In the paper's fight against censorship and for academic freedom, the student journalists, who worked with the faculty adviser to effect change, have liberated the student newspaper from improper constraints--and did so within the established governance procedures. (MS)

ED 294 205 CS 211 190

Sullivan, Francis J.
Calling Writers' Bluffs: Sources of Readers' Judgements in University Placement Testing.
PUB DATE- Nov 87
NOTE- 11p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (77th, Los Angeles, CA, November 20-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Constructed Response; *Essay Tests; Higher Education; *Response Style (Tests); Student Writing Models; Testing Problems; *Test Interpretation; *Test Theory; Test Wiseness; *Writing Evaluation; Writing Research
IDENTIFIERS- *Placement Tests; *Writing Contexts; Writing Strategies

To examine "bluffing"--ways in which conflicts in classrooms and evaluation procedures influence the styles of student writing and teachers' responses to different styles, a study analyzed the placement-test essays of 99 undergraduates entering Temple University (Pennsylvania) in the fall of 1982. Analysis of the texts was based on a taxonomy of given/new information developed by Ellen Prince (1981). Although specific styles of elaboration correlated significantly with the essays' holistic scores, close analysis revealed that the correlation could not be explained in terms of a contribution to the communication of text content. (A sample essay relying on information assumed unfamiliar, and a sample essay relying on information assumed familiar or inferable are appended.) (MM)

ED 294 233 CS 211 219

Kurfiss, Joanne

Process and Product in Small Group Writing Instruction: A Multivariate Approach.

PUB DATE- Oct 86
NOTE- 8p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (4th, Missoula, MT, October 9-11, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Freshman Composition; Higher Education; *Small Group Instruction; Student Attitudes; *Teaching Models; Tutoring; Writing Instruction; Writing Laboratories; Writing Processes; Writing Skills
IDENTIFIERS- Collaborative Learning; *Writing Attitudes

An exploratory study investigated the relationship between students' achievement in and perceptions of a freshman composition course based on the collaborative skill rehearsal model. This model involves preparation for writing through rehearsal, in small group activities, of skills students will need to successfully complete their individual work. Fourteen sections of the composition course were included in the study, which was conducted at a small university in the Rocky Mountain region. In the first sample, 335 students completed a survey assessing their perceptions of four major areas of the course: assignments, group work, tutorial sessions at a writing center, and progress on specific skills. Scores on four assignments used by participating instructors were included in the analysis. In the following term, another sample was obtained from 321 students. Results were analyzed separately for the two samples. In general, responses to course methods were favorable, although ratings of the first sample were significantly higher overall. Strong correlations were found between overall satisfaction and total score on the four essays, as well as between essay scores and both self-rated academic writing skill and frequency of visits to the writing center. (ARH)

ED 294 261 CS 506 126

Ringer, R. Jeffrey
Pardon Me, Can I Talk Now?: A Look at the Roles of Interruptions in Conversation.
PUB DATE- 12 Oct 85
NOTE- 29p.; Paper presented at the Annual Meeting of the Organization for the Study of Communication, Language, and Gender (8th, October 12, 1985). List of references may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Communication Research; Communication Skills; Females; *Interpersonal Communication; Males; *Sex Differences
IDENTIFIERS- Conversation; Conversational Flow; Conversational Management; *Conversation Theory; Dominant Behavior; *Interruptions; Male Female Relationship

Several theories exist to explain the differences in the interruptive behavior of men and women. Early research suggested that men interrupt more than women, and this finding was attributed to the dominant/submissive relationship traditional in relationships among men and women. Later studies, however, found that either there were no significant differences between men and women in the use of interruptions, or that women interrupted more than men. Four different explanations of the function of interruptions can be identified: (1) the dominance perspective, where the purpose of the interruption is to control the conversation; (2) an equalizing perspective, ensuring that each participant receives equal conversation time; (3) a spontaneity providing perspective, where interruptions add flexibility and spontaneity to conversations, thus providing a healthy atmosphere for communication; and (4) personality variables relating to interruptions, such as intimacy and social anxiety. (Thirty-six references are appended.) (MM)

ED 294 275 CS 506 142

Meussling, Vonne
The Corporate Culture Climate at the Crossroads: Back to the Future.
PUB DATE- Nov 87
NOTE- 19p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Employee Attitudes; Employer Attitudes; *Employer Employee Relationship; Entrepreneurship; Job Satisfaction; *Organizational Change; Organizational Climate; *Organizational Communication; Organizational Development; Organizational Effectiveness; Participative Decision Making; Power Structure; Work Environment
IDENTIFIERS- *Corporate Culture; *Management Styles; Organizational Culture

In an era of deregulation, technology, foreign competition, and merger mania, corporations are forced to respond to a changing corporate culture climate. Traditionally based on a top-down structure, corporate culture--loosely defined as the sum total of how employees and management think, feel, act, or do not act--is changing toward a structure in which power is shared at all levels. When companies undergo complex reorganization, employees, who may be resistant to change, need to be continually informed for maximum operational effectiveness. When employees envision change as a means of retraining or redevelopment for the survival of their jobs and their organization, they are more tolerant of their company's position. Businesses are also adapting to change by welcoming innovation with entrepreneurial, participatory management styles. Companies such as Xerox, Campbell Soup Company, General Motors, and Whirlpool encourage entrepreneurial thinking and employee-owner teamwork to solve problems of organization and production. Yet even with increased employee independence, organizational goals and objectives should be defined clearly so that employee teams have a specific direction to follow in their daily decision making. With these guidelines, the work system can shift to a more participatory, innovative managerial system where managers switch from status decision-makers to contributing coaches, placing the corporate ball in the workers' hands. (Sixty-one references are appended.) (MM)

ED 294 303 EA 019 965

Logan, Lloyd; Sachs, Judyth
Checklist for Designing or Evaluating Inservice Education Proposals.
Queensland Univ., St. Lucia (Australia). Dept. of Education.
PUB DATE- 88
NOTE- 54p.; Report funded by the Commonwealth Schools Commission.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Learning; Check Lists; Educational Philosophy; Educational Planning; Elementary Secondary Education; Foreign Countries; *Inservice Teacher Education; *Professional Training; *Program Design; Program Development; *Program Evaluation
IDENTIFIERS- Australia (Queensland)

Drawing on evidence from literature on professional development of teachers in Australia, this document discusses the essential aspects of inservice education and provides a checklist, with illustrative applications, by which to design and evaluate inservice education proposals. The checklist is based on four sets of assumptions relating to identification, conceptualization, setting, and design of inservice education programs. These assumptions are explored first through a discussion of issues related to the definition of inservice education, where a typology is proposed, based on three orders of learning: reorienting, initiating, and refining. Issues related to conceptualization or justification of inservice education are next addressed, followed by a discussion of issues related to three aspects of the setting: sponsorship, involvement in planning, and school climate for adult learning. Issues related to design include the characteristics of successful learning groups, learning incentives and rewards, and optimum learning experiences. The latter part of the document consists of the checklist itself, followed by a series of sample inservice proposals using this checklist. A seven-page list of references is provided. (TE)

ED 294 317 EA 020 003

Sanacore, Joseph
Schoolwide Independent Reading: The Principal Can Help.
PUB DATE- 87
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; *Independent Reading; Lifelong Learning; *Principals; *Reading Habits; *Reading Programs; *Recreational Reading

Independent reading is a necessary adjunct to a school reading program. If caried out with commitment, it can greatly influence students' lifetime reading habits. Unfortunately, today's educators are so involved with reading instruction and competency testing that independent or recreational reading may become a lost art. This paper asserts that principals should be directly involved in providing staff development, supporting the link between independent and creative reading, promoting schoolwide efforts, and being realistic about how to proceed. In one plan, blocks of independent reading time are spaced throughout the school year in a variety of subjects. For this plan to succeed, classrooms must be organized as circulating minilibraries. Teachers must serve as reading models while students are reading silently. Teachers can also vary the routine by reading aloud sections of an interesting book, motivating individuals to discuss their books, or encouraging students to serve as journalists for a classroom newspaper. Commitment to such a plan suggests the need for an administrator who is knowlegeable, has courage, and relates well to teachers. Although the principal's leadership is not a panacea, it can significantly affect our society's future literacy. Included are nine references. (MLH)

ED 293 980 CE 049 353

PA Industry & Adult Education: A New Partnership. Final Report.
Lancaster-Lebanon Intermediate Unit 13, Lancaster, Pa.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 30 Jun 82
NOTE- 131p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Basic Education; Business; Community Services; *Cooperative Programs; Demonstration Programs; Industry; Program Development; *Program Implementation; *School Business Relationship; School Community Relationship; *Shared Resources and Services
IDENTIFIERS- 310 Project; Pennsylvania

A 1-year Industry and Adult Education Partnership Project (July 1, 1981-June 30, 1982) was designed to implement the linkage of adult basic education programs with specific local business, industry, and/or community service organizations for the purpose of shared staffing, resources, programming, and/or public relations. Four model industry/adult education cooperative programs were established in leading industries in Lancaster County, Pennsylvania. Project staff developed and distributed an Industry/Adult Education Awareness Package to more than 1,200 industries and educational components and provided a statewide Industry/Adult Education Seminar for industry personnel and adult educators. The bulk of the report consists of 18 appendixes that include an industry/education information sheet, life skills survey and survey results, materials from a conference conducted to promote awareness, and correspondence. These seminar materials are also appended: invitation and awareness package, information packet, evaluation form and evaluation results, and a seminar presentation on an industry/education partnership. (YLB)

ED 294 063 CE 050 160

Business Teacher Education Curriculum Guide. Criteria for Excellence. Designed for the Preparation of Business Teachers at All Levels of Instruction.

National Business Education Association, Reston, Va.

REPORT NO.- ISBN-0-933964-25-0
PUB DATE- 87
NOTE- 89p.
AVAILABLE FROM- National Business Education Association, 1914 Association Drive, Reston, VA 22091.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Business Education; *Business Education Teachers; *Classroom Techniques; Counseling Techniques; *Curriculum Development; Elementary Secondary Education; Interpersonal Communication; Postsecondary Education; Professional Development; *Program Evaluation; School Counseling; Student Organizations; *Teacher Education

This guide is intended to assist in improving the education of individuals preparing to teach business education, whether in an elementary or college program. Possible uses of the guide include a model for developing, revising, and evaluating business teacher education programs in colleges and universities; a model for business teacher certification requirements in states; a model for evaluating business teacher education curricula by accrediting bodies; and a general guide for the improvement of business teacher education programs. The following topics are discussed in the guide's individual sections: curriculum development, instruction, evaluation, management, guidance, interpersonal communication, student organizations, professional development, and subject competencies. Each individual section includes the following: an introduction, a list of competency statements that are cross-referenced to their appropriate instructional level(s), guidelines for assessing competencies, and suggested references. (MN)

ED 294 078 CG 020 744

O'Shaughnessy, Carol
Older Americans Act Amendments of 1987: A Summary of Provisions. Public Law 100-175. An Information Paper Prepared for Use by the Special Committee on Aging. United States Senate, 100th Congress, 1st Session.
Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.
REPORT NO.- Senate-Prt-100-68
PUB DATE- Dec 87
NOTE- 95p.; Serial No. 100-C.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Federal Aid; *Federal Legislation; *Human Services; *Older Adults
IDENTIFIERS- Congress 100th; *Older Americans Act Amendments 1987

The Older American Act Amendments of 1987 (Public Law 100-175) contain no major overhaul of the Act, but new provisions do significantly expand certain service components of the state and area agency on aging program under title III to address the special needs of certain populations, including the frail elderly living at home, residents of long-term care facilities, persons at risk of abuse or neglect, and low-income elderly. Other amendments address issues related to the administration of Older Americans Act programs. In addition to reauthorizing and amending the Older Americans Act programs, Public Law 100-175 includes other provisions affecting the elderly by: (1) authorizing the President to call a White House Conference on Aging in 1991; (2) authorizing adult day care centers for the elderly and the chronically impaired disabled to receive funds for meals under the National School Lunch Act; (3) requiring the Secretary of Labor to develop a consumer price index for older persons; (4) authorizing the National Institute on Aging to conduct clinical trials testing the efficacy of certain drugs on treatment of Alzheimer's disease; and (5) authorizing the Public Health Service to conduct demonstration projects on home health services for low-income persons in need of skilled medical or health services. This document presents an overview of the amendments, descriptions of selected provisions of the amendments, and the text of the Older Americans Act Amendments of 1987. (NB)

ED 294 092 CG 020 758

Eating Disorders: The Impact on Children and Families. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session (San Francisco, CA, July 31, 1987).

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 88

NOTE- 162p.; Portions contain small print.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Adolescents; *Anorexia Nervosa; *Bulimia; Diseases; *Eating Habits; *Family Problems; Hearings; Nutrition

IDENTIFIERS- Congress 100th; *Eating Disorders

The text of a Congressional hearing to examine the impact of eating disorders on children and families is presented in this document. Testimony by the following witnesses is included: (1) Krista Brown, eating disorder victim, and her mother, Susan Brown; (2) Robert B. Duncan, a hospital president; (3) Patricia Fallon, a clinical psychogist; (4) Joel Killen, director, adolescent health project, Stanford University; (5) Laurel M. Mellin, assistant clinical professor of family and community medicine and pediatrics, University of California, San Francisco; (6) Vincent Moley, director, Eating Disorders Center, Palo Alto, California; (7) Hans Steiner, on behalf of the American Academy of Child and Adolescent Psychiatry; (8) Michael Strober, director, Adolescent Eating Disorder Program, University of California, Los Angeles; (9) Joel Yager, medical director, Adult Eating Disorders Clinic, University of California, Los Angeles; and (10) Linda Zimbelman, on behalf of the National Association of Anorexia Nervosa and Associated Disorders. Prepared statements by these and other witnesses are included. Prepared statements by Representatives Dan Coats, George Miller, and Nancy Pelosi are included. (ABL)

ED 294 108 CG 020 774

Hartwigsen, Gail; Null, Roberta
Full-Timing: A Housing Alternative for Older People.
PUB DATE- Nov 87
NOTE- 21p.; Paper presented at the Annual Meeting of the Gerontological Society (40th, Washington, DC, November 18-22, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Camping; *Housing; Motor Vehicles; *Older Adults; *Place of Residence; *Recreational Activities; Retirement; *Travel
IDENTIFIERS- *Recreational Vehicles

Full-timing, living year-round in a recreational vehicle, may be a viable housing alternative for older people. Full-timers can enjoy life in recreational vehicles that are modern, convenient, and well-built. Full-timing can be as expensive or as economical as the individual circumstances are. The economic benefits of full-timing increase when the traditional home is sold and the proceeds are sufficient to pay for the recreational vehicle plus investments which will provide income. Major expenses are for gasoline,

maintenance and repairs, and vehicle registration and insurance. To further examine the phenomenon of full-timing, surveys were obtained from 100 full-timers who were members of a nationally-based camping organization. Fifty-five percent of respondents had lived in their motor homes, fifth-wheels, or travel trailers for at least 2 years. Most of the respondents had sold their conventional homes and planned to full-time indefinitely. Low-cost and adventurous, full-timing may be a lifestyle especially suited for older people in the context of today's mobile society. (Author/NB)

ED 294 150 CS 009 134

Ward, Annita Marie
Semantic Mapping in the Adult Learning Center.

PUB DATE- May 88
NOTE- 15p.; Paper presented at the Annual Meeting of the International Reading Association (33rd, Toronto, Canada, May 1-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Literacy; Adult Reading Programs; Advance Organizers; Cognitive Processes; Reading Comprehension; *Reading Instruction; Reading Skills; Reading Strategies; Semantics; Student Motivation; Teacher Student Relationship; Teaching Methods; Vocabulary Development; *Writing Instruction

IDENTIFIERS- Postreading Activities; Prereading Activities; *Semantic Mapping; Writing Strategies

Semantic mapping, which involves the application of vocabulary meanings, increases cognitive processing, and develops the cognitive structure, is recommended for use with literacy students in adult learning centers. Semantic mapping can be used as a prereading or prewriting stimulus, or as a postreading check of comprehension. Also, developing postreading maps helps motivate literacy students, since these maps are a graphic illustration of how much the reader has learned from the text. As a prewriting activity, semantic mapping obliges students to brainstorm and organize their thoughts before writing. Most importantly, semantic mapping is highly motivating for adult students because it allows them to interact with teachers regarding the context of the lesson, rather than merely on a specific point of skill development. The ultimate goal of semantic mapping is to introduce the students to a technique that they can use regularly to organize what they have read, relate this content to what they already know, and expand their store of knowledge through reading. Semantic mapping was used effectively at the Marion County Adult Learning Center (West Virginia) as a prereading, postreading, and prewriting activity with a group of students, all of whom read at less than the sixth-grade level. (Seven references and a student-developed semantic map are attached.) (ARH)

ED 294 330 EA 020 046

Rees, Ruth
Delegation--A Fundamental Management Process.
PUB DATE- Jun 87
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Role; Administrators; Elementary Secondary Education; *Job Enrichment; *Noninstructional Responsibility; Teacher Administrator Relationship; Teacher Role
IDENTIFIERS- *Delegation of Tasks

Administrators may employ delegation to perform work effectively, increase their own effectiveness, and advance the development of subordinates through job enrichment. The steps in the delegation process include task identification, assessment of skills necessary to execute the task, selection of the subordinate for the task, communication of the task, assignment of the task and the resources for executing it, monitoring, and feedback to the subordinate. Because ambiguities regarding the subordinate's role may result in stress, a distinction should be drawn between routine work and delgated work. Administrators should ensure that delegated work is distributed equally, assign an appropriate degree of authority, ensure that subordinates have equal growth opportunity, and consider job enrichment. Benefits of delegation to the organization include increased results and productivity, faster reactions to various situations, more employees with a broader knowledge of the organization, better communication, clear policies, less employee turnover, and a fuller use of personnel. Delegation benefits administrators in that they may use their time more efficiently. Finally, benefits to subordinates include less stress on the job, increased capabilities, more responsibility and autonomy, increased self-esteem, involvement in professional development, the use of otherwise dormant skills, increased motivation and job satisfaction, and less staff turnover. Twenty-one references are included. (RG)

ED 294 036 CE 050 086

Chambliss, Catherine A.; Chiariello, Pat

Student Perceptions of Vocational Education.

PUB DATE- 88
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Curriculum Design; Curriculum Development; *Educational Change; Educational Research; *Educational Trends; High Schools;

*Student Attitudes; *Vocational Education

The literature on vocational education indicates a number of factors that have shaped the need for a change in the vocational education system. These factors include Japanese industrial pressure and philosophy, technological advancements, a shortage of skilled workers, and a mismatch between available jobs and trained workers. Suggestions to improve the vocational education curricula are customized training and generalized training. Two sample curriculum designs have been developed that employ the present trends of generalized training in vocational education--Core Curriculum and Principles of Technology. Improved vocational education strategies could play a key role in improving economic and industrial problems in the United States for several reasons: (1) such programmatic changes could provide better preparation for manual and skilled labor; (2) vocational education has a direct effect on the labor force and economy; and (3) jobs requiring vocational training top the list of occupations with pressing placement demands. A recent study has measured students' opinions of their current vocational/technical education and determined their beliefs about the importance of current trends in vocational education. Findings indicate that students perceive a need for considerable change. On items pertaining to trends, there is strong support for more interdisciplinary and communication skills training. (YLB)

ED 294 122   CG 020 788

New Hampshire Comprehensive Guidance and Counseling Program: A Guide to an Approved Model for Program Development.

Plymouth State Coll., N.H.

SPONS. AGENCY- New Hampshire State Dept. of Education, Concord.
PUB DATE- 88
NOTE- 153p.
AVAILABLE FROM- New Hampshire Comprehensive Guidance and Counseling Program, Editor, 36 Mace Road, Hampton, NH 03842 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competence; Elementary Secondary Education; Models; *Program Development; *School Counseling; School Counselors; *School Guidance; *Student Development
IDENTIFIERS- New Hampshire

The guidance and counseling profession is evolving from an emphasis on a loose collection of services to recognition as a comprehensive program with its own curriculum emphasis on student outcomes and competencies. This handbook was written to assist counselors in New Hampshire's public schools as they move from an ancillary service mode into a comprehensive program. It delineates a series of procedures which will lead school guidance and counseling programs to establish, implement, and achieve goals based on attainment of improved student competence. It depicts a process which covers the essential elements of any guidance program which is successful in meeting the developmental needs of all students. Chapter 1 presents the beliefs and other basic concepts upon which the comprehensive guidance and counseling program model was built. Chapter 2 outlines the model. It describes the four guidance and counseling program components: guidance curriculum, responsive services, individual planning, and system support. Chapter 3 describes structural components necessary for the school-based program to be successful. Chapter 4 describes an implementation process. Evaluation, review, and refinement are the focus of chapter 5 which describes different approaches to program and student outcome evaluation. A comprehensive list of student competencies, resources, suggested parent materials, and sample needs assessment surveys are appended. (NB)

ED 294 136 CS 009 096

McGinley, William; Tierney, Robert J.
Reading and Writing as Ways of Knowing and Learning. Technical Report No. 423.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 88
NOTE- 19p.

CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cognitive Processes; Content Area Writing; Elementary Secondary Education; *Learning Theories; *Literacy; *Literacy Education; Reading Comprehension; Reading Processes; Reading Writing Relationship; Theory Practice Relationship; Writing Instruction; Writing Processes; Writing Research
IDENTIFIERS- Cognitive Research; Writing Contexts; *Writing Functions; *Writing Thinking Relationship; Writing to Learn

Literacy should be viewed as the ability to enlist a repertoire of discourse forms to explore and extend thinking and learning. In this view of literacy and literacy learning, various forms of reading and writing are seen as distinct ways of knowing and acquiring knowledge for ones' own purposes. Supporting this view of literacy are theoretical and research findings from various sources, including research in reading and writing, knowledge acquisition, and current functional approaches to literacy. However, while studies have examined the influence of a restricted array of teacher-initiated reading and writing tasks on content learning, researchers need to investigate in-process thinking and learning by individuals involved in the self-directed use of reading and writing activities. In terms of instruction, the development of literacy repertoires is a major goal as students study difficult topics and attempt to solve complex problems. Helping students acquire a "critical literacy"--the ability to use reading and writing for purposes which exceed those most often associated with minimum competence--is of utmost importance, and may warrant a reconceptualization of literacy learning that would entail a critical analysis of current principles and practices dominating how reading and writing are used and taught across the grades. (Fifty-four references are appended.) (MM)

ED 294 164 CS 009 153

Mikulecky, Larry
Literacy for the Workplace.
PUB DATE- 88
NOTE- 40p.; An earlier version of this paper apppeared in: Mikulecky, L. and Drew, R., "The Work Education Bridge," Bloomington, Indiana University, 1988.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Literacy; *Basic Skills; Education Work Relationship; Employment Problems; *Functional Literacy; Illiteracy; Job Performance; Job Training; Labor Force; *Literacy Education; Reading Skills; Vocational Education; Writing Skills
IDENTIFIERS- *Basic Skills Education Program; Reading Uses

Focusing on the past decade's research, this literature review concentrates on what is known about literacy demands in the workplace and the abilities of various segments of the adult and adolescent population to meet them. The review argues that since a majority of adult reading is performed upon workplace related material, understanding the nature, difficulty, and prevalence of these functional reading tasks is critical for an understanding of the reading demands encountered by adults and their abilities to meet such demands. The review suggests that the quantity and complexity of literacy demands appear to be increasing in most sectors of the workplace and that research has revealed that reading, writing, and computation in the workplace is ubiquitous and at a relatively high level. The review then discusses several studies that show that vocational training literacy demands are even higher than the workplace literacy demands. Citing figures that show generally that literacy skills demands have been increasing, the review examines several basic skills programs that apply a functional literacy approach to teaching, both in the military and in the public/private sector. The review concludes that (1) it is possible to make fairly rapid gains in the ability to comprehend technical material if training is focused on that material; and (2) in the private sector, successful technical and basic skills training programs are beginning to emerge in the vacuum left unfilled by traditional schooling. Thirty-nine references are appended. (MS)

ED 294 192 CS 211 176

Handbook for Planning an Effective Writing Program: Kindergarten through Grade Twelve. 1986 Edition.

California State Dept. of Education, Sacramento.

PUB DATE- 86
NOTE- 82p.; For 1982 edition, see ED 215 350.
AVAILABLE FROM- Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Classroom Techniques; Curriculum Design; Elementary Secondary Education; *English Curriculum; Instructional Materials; *Program Content; *Program Development; Program Evaluation; State Curriculum Guides; Teaching Methods; Writing Exercises; *Writing Instruction; Writing Processes; Writing Skills
IDENTIFIERS- *California

Intended to provide the schools of California with a standard for assessing their existing writing programs and a tool for designing new programs, this handbook addresses both the content and the teaching methodology of a writing program. Sections of the handbook provide (1) background information on the teaching of writing; (2) a discussion of the writing process through its many stages; (3) advice on implementing a school-wide writing program; (4) the important elements to consider when establishing a staff development program for the teaching of writing; and (5) a checklist for assessing a school's writing program. The discussion of each writing component includes a narrative and suggested activities, which are adaptable to various grade levels. A list of selected references appears at the end of the handbook, and suggestions for further reading appear throughout the document. (MHC)

ED 294 206 CS 211 191

Marshall, Thomas A.
Some Political Implications of Teaching Institutional Discourse.
PUB DATE- Mar 88

NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; *Narration; Organizational Climate; *Organizational Communication; *Persuasive Discourse; Self Expression; *Teacher Role; *Writing Instruction
IDENTIFIERS- Discourse Modes; Narrative Text; Organizational Culture; *Purpose (Composition); Rhetorical Force; Writing Attitudes; Writing Contexts; Writing Functions

Until students have opportunities to discover the power of personal expression through writing in the narrative mode, it is dangerous to teach them writing solely in terms of institutional discourse. The goals of institutional prose, or professional writing, are not determined by the writer, and often demand an "objective" style that removes human agency and appears free of moral consequence. Institutions condition people how to feel about realities that the institutions themselves define. Much of this conditioning is done through writing constrained in tone, strategies, and constructions of subjectivity. Although students need training in these rules of writing hierarchical discourse, they must also recognize that institutional discourse often requires the writer to create managed feelings contradictory to his or her interests. Institutional prose should be taught as a social and vocational function, whose goals are determined by institutions and not by the writers. However, teachers should first encourage students to find their own voices, discovering the social and historical context of their worlds through the narrative mode of thought. (Thirteen references are appended.) (MM)

ED 294 220 CS 211 205

Rothstein-Vandergriff, Joan; Gilson, Joan Tedrow
Collaboration with Basic Writers in the Composition Classroom.
PUB DATE- Mar 88
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988). Alternative title: "Collaboration among Basic and Skilled Writers in the Composition Classroom."
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Classroom Research; Critical Reading; *Discussion (Teaching Technique); *Freshman Composition; Higher Education; Peer Evaluation; Peer Groups; Reading Difficulties; *Reading Skills; *Writing Processes; Writing Research
IDENTIFIERS- Basic Writers; *Collaborative Writing; Peer Modeling; Teacher Researchers

In order to understand why the peer editing groups of freshman collaborative writing classes often fail, an investigation of the collaborative processes of basic and experienced writers was carried out at the University of Missouri (Kansas City). Observation of two freshman composition classes (both containing basic and advanced writers) revealed that peer response groups often focus on the wrong part of the writing process--editing. Basic writers in the classes, as well as some of the experienced writers, were deficient in critical reading skills, and were not able to read their peers' texts critically. In addition, while for the proficient writers reflective dialogue on assigned readings provided the basis for competent analytical writing, basic writers usually held unproductive conversations about the reading. It was also found that in order for students to progress, they need to practice reading, interpreting, and responding to professional writing before they can respond to peer writing. On the basis of the classroom observations, a four step sequence of collaborative writing instruction, which promotes development of critical reading and analytical writing skills through peer and teacher modeling, was developed: (1) a class-wide, teacher-led discussion on a reading of interest to students; (2) small group discussion of the reading; (3) a collaborative writing assignment, which students complete in small groups; and (4) individual writing assignments. (Five references and a handout describing the four-step sequence of instruction are included.) (ARH)

ED 294 247 CS 211 238

English Skills IV: Course No. 1001390. Parallel Alternative Strategies for Students.

Florida State Dept. of Education, Tallahassee. Bureau of Education for Exceptional Students.

PUB DATE- May 87
NOTE- 386p.; For related documents, see CS 211 236-237.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *English Instruction; High Schools; *Learning Problems; Literature; Mainstreaming; Oral Language; Radio; *Remedial Instruction; Secondary Education; State Curriculum Guides; Study Skills; Teaching Methods; Television; Vocabulary Development; Writing (Composition); Writing Processes

One of a series of Parallel Alternative Strategies for Students (PASS) packages developed to provide Florida teachers with modified approaches for presenting content courses to mainstreamed exceptional students, this guide was designed as a supplementary text and workbook for a high school English course. The guide is divided into eight units of study: Vocabulary, Written Composition, The Writing Process, Reference Skills, Literature, Speaking Skills, Media, and Development of the English Language. Each unit contains a teacher's guide with the objectives addressed within the unit listed at the beginning, as well as a section which lists various approaches and activities for presenting the unit content to the students. The student materials in each unit include student study sheets and learning activities, which may be reproduced for the students' use. Answer keys are located in the appendix. This PASS has been correlated to the intended outcomes adopted by the State Board of Education for the English Skills IV course and the state-suggested student performance standards. The correlation chart is found in the appendix. (ARH)

ED 294 290 CS 506 159

Salwen, Michael B.; Garrison, Bruce
U.S. Editors' Perceptions of World Press Problems: An Agenda for Future Research.
PUB DATE- Feb 88
NOTE- 29p.; Paper presented at the Meeting of the Intercultural Communication Conference (Coral Gables, FL, February 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Developing Nations; *Editors; Foreign Countries; Freedom of Information; Freedom of Speech; Global Approach; Government Role; International Relations; *Journalism; *News Media; Newspapers; News Writing; *Press Opinion; World Affairs; *World Problems
IDENTIFIERS- Foreign News; International News; Journalism Research; Media Government Relationship; Press Responsibility; *Press Role; United States

Although much is known about how governments and major media organizations stand on some world press problems, some important actors in the debate--small- and medium-size newspapers in the United States--have been ignored. The editors of these newspapers are gatekeepers who, like their counterparts on large elite newspapers, play a fundamental role in determining the images of the world which their readers receive. To measure "typical" American editors' views of what are the most important problems facing the world press, editorial staffs of 31 small- and 30 medium-size daily newspapers and 38 state newspapers (largest daily newspaper in the state) answered questionnaires (an overall response rate of 66%). Findings indicate that the editors on these newspapers regarded government pressure on the press, such as governmental controls, closings of newspapers, and gags on the press, as a major problem. Other problems which emerged from the analysis but which were not seen as important included development-related problems, coverage of the Third World, and professional needs of the newspaper industry. Results also suggest that the concerns of the world press problems among the editors of small- and medium-size daily newspapers may not be greatly different from the concerns of the large, elite press. (Thirty notes and three tables are included.) (MS)

ED 294 358 EC 202 527

Learning Disabilities: A Report to the U.S. Congress.
Interagency Committee on Learning Disabilities, Washington, DC.

PUB DATE- 87
NOTE- 236p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; Attention Deficit Disorders; Clinical Diagnosis; *Definitions; Demography; *Educational Legislation; Educational Therapy; Elementary Secondary Education; Etiology; Hyperactivity; *Incidence; Interpersonal Competence; Language Handicaps; *Learning Disabilities; Learning Processes; Mathematics; Memory; Neurology; Opinions; Prevention; Reading; *Research Needs; Writing (Composition)

The report to Congress by the Interagency Committee on Learning Disabilities, required by the Health Research Extension Act of 1985, Public Law 99-158, provides a review and assessment of Federal research priorities, activities, and findings regarding learning disabilities. Included in the report is information on (1) the number of persons affected by learning disabilities and the demographic data describing them; (2) current research findings on the causes, diagnoses, treatments, and prevention of learning and prevention of learning disabilities; and (3) recommendations for legislation and administrative actions to increase research effectiveness and prioritize research needs. Chapter I provides a summary of Committee activities, while Chapter II summarizes testimony of 23 persons representing various associations and organizations and purposes. Results of a survey of member agencies of the Committee concerning programs, achievements, and perceived needs are contained in the following chapter. Chapter IV contains results of a review of the epidemiologic and survey literature on incidence and characteristics of learning disabilities. Current research findings in the following five areas are reviewed in the next chapter: neurobiology of learning and memory; specific developmental disabilities of reading, writing, and mathematics; developmental language disorders; social skills deficits; and hyperactivity/attention deficit disorder. Chapter VI contains the Committee's recommendations including the need to revise the legislative definition of learning disabilities and the proposal of a revised definition. (DB)

ED 293 995 CE 049 819

Osborne, Ernest L.
Innovative Programs To Meet Industry Workforce Needs.
PUB DATE- 9 Mar 88
NOTE- 13p.; Paper presented at the Conference Board Meeting "Beyond Business Education Partnerships: Aiming at a High Competitiveness Quotient" (New York, NY, March 9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basic Skills; *Cooperative Planning; Curriculum Development; *Dropout Prevention; Elementary Secondary Education; Literacy Education; Postsecondary Education; *School Business Relationship; Tutorial Programs; *Work Experience Programs; *Youth Programs
IDENTIFIERS- *Travelers Insurance
Over the past decade, the Travelers Insurance companies have dramatically expanded their involvement in educational programs for students at all grade levels, from prekindergarden through college. Throughout the 1970s, the Travelers educational programs focused exclusively on providing speakers for career awareness programs for high school students. Since that time, however, the company has committed extensive resources to expanding its involvement in public education. The career awareness and summer employment programs were supplemented with the Travelers Minority Actuarial Program, a 6-year work-study program for high school and college students interested in pursuing actuarial careers. The company also established a weekly tutoring program in which third through sixth graders were brought to the company's home office cafeteria for one-on-one study sessions with employees. Because of its concern over the high dropout rates among disadvantaged students, the Travelers developed its Children's Caravan Literacy Program. In the program, a recreational vehicle that has been transformed into a mobile classroom visits Hartford, Connecticut, elementary schools to provide multimedia instruction in literature, reading, and critical thinking. The company is also involved in developing a Hartford Early Learning Partnership (HELP) curriculum that includes the use of computers and hands-on activities to help children learn through structured play; a bilingual program has also been started. (MN)

ED 294 009 CE 050 036

Claus, Jeff
Renegotiating Vocational Instruction.
PUB DATE- Apr 88
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Change Strategies; *Classroom Communication; Classroom Environment; *Classroom Techniques; *Critical Thinking; Interaction; Interaction Process Analysis; Problem Solving; Program Improvement; Secondary Education; *Teacher Student Relationship; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- Thinking Skills

Numerous research studies indicate that vocational classrooms are subject to "negotiations" between students and teachers that have negative implications for instruction and learning. These negotiations can range from students offering nondisruptive behavior in exchange for a relaxation of academic standards to students offering certain behaviors in exchange for a release from involvement in certain problem-solving or decision-making tasks. Despite the pervasiveness of the problem, vocational teachers can renegotiate vocational instruction in a way that will increase the likelihood of their being able to engage students in the development of analytical and critical thinking skills. First, problem solving, decision making, and analytical thinking should be made an explicit part of instruction. This can be accomplished by infusing basic skills instruction into vocational course work and having students participate in group management of entrepreneurial projects. Vocational teachers must be given detailed training in the importance of analytical thinking and problem solving along with training in methods of teaching these skills to students. On the institutional level, it is important that vocational educators and policymakers make a joint commitment to providing vocational instructors with the time and resources necessary to prepare for and implement more academically integrated instruction. This could include hiring more classroom aides and/or curriculum specialists and developing entrepreneurial projects or relevant curriculum resource centers. (Document includes a 78-item reference list.) (MN)

ED 294 022 CE 050 059

Hartmann, Heidi I., Ed.; And Others
Computer Chips and Paper Clips. Technology and Women's Employment. Volume II. Case Studies and Policy Perspectives.
National Academy of Sciences - National Research Council, Washington, DC. Committee on Women's Employment and Related Social Issues.
SPONS. AGENCY- Economic Development Administration (DOC), Washington, D.C.; National Commission for Employment Policy (DOL), Washington, D.C.; Women's Bureau (DOL), Washington, D.C.
REPORT NO.- ISBN-0-309-03727-1
PUB DATE- 87
NOTE- 450p.; For volume I, see CE 050 058.
AVAILABLE FROM- National Academy Press, 2101 Constitution Avenue, NW, Washington, DC 20418 ($34.95; two-volume set: $49.00)..
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Automation; *Employed Women; Employment Level; *Employment Patterns; *Employment Practices; Employment Projections; Females; Futures (of Society); Information Processing; *Information Technology; *Technological Advancement; Telecommunications

This volume contains 12 papers commissioned by the Panel on Technology and Women's Employment. "Technology, Women, and Work: Policy Perspectives" (Eli Ginzberg) is an overview that provides a context for the volume. The four case studies in Part II describe the impact of information technology in the insurance industry, among bookkeepers, among secretaries, and in computer-related occupations. They are "The Technological Transformation of White-Collar Work: A Case Study of the Insurance Industry" (Barbara Baran); "'Machines Instead of Clerks': Technology and the Feminization of Bookkeeping, 1910-1950" (Sharon Strom); "New Technology and Office Tradition: The Not-So-Changing World of the Secretary" (Mary Murpnree); and "Integrated Circuits/Segregated Labor: Women in Computer-Related Occupations and High-Tech Industries" (Myra Strober, Carolyn Arnold). The three papers in Part III connect technological change with trends in women's employment: "Women's Employment and Technological Change: A Historical Perspective" (Claudia Goldin); "Recent Trends in Clerical Employment: The Impact of Technological Change" (H. Allan Hunt, Timothy Hunt); and "Restructuring Work: Temporary, Part-Time, and At-Home Employment" (Eileen Appelbaum). The four papers in Part IV provide policy perspectives on important subjects: "Employer Policies To Enhance the Application of Office System Technology to Clerical Work" (Alan Westin); "New Office and Business Technologies: The Structure of Education and (Re)Training Opportunities" (Bryna Fraser); "The New Technology and the New Economy: Some Implications for Equal Employment Opportunity" (Thierry Noyelle); and "Managing Technological Change: Responses of Government, Employers, and Trade Unions in Western Europe and Canada" (Felicity Henwood, Sally Wyatt). The volume concludes with biographical sketches of all contributors. (YLB)

ED 294 051 CE 050 130

Pre-Employment Competencies System.
Maine State Dept. of Labor, Augusta.
PUB DATE- 30 Sep 85
NOTE- 291p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Planning; *Competency Based Education; Coping; Curriculum Guides; Federal Programs; *Job Search Methods; Postsecondary Education; Problem Solving; Program Development; Secondary Education; *Vocational Maturity; *Youth Employment; *Youth Programs
IDENTIFIERS- *Job Training Partnership Act 1982

This document provides a technical model of the preemployment skills area of the Youth Employment Competency System that service delivery areas (SDAs) are required to operate under the Job Training Partnership Act (JTPA). The model is intended as a program development aid to SDA staff and JTPA service providers. Section I deals primarily with the technical matter of the competencies systems. It includes descriptions of each competency area, the methods of certification and documentation for each individual indicator, forms and formats for collecting and managing information generated in the process of teaching, and other information melding the technical matter with program design. Section II, the curriculum guide, suggests activities and curriculum for each of the specific competencies. Specific competencies are provided in four areas: career decision making (self-assessment, career awareness, labor market information, career choice), life/work management (managing personal responsibility, problem solving/coping), job getting (job seeking, resumes and applications, contact skills, interviewing), and work maturity (dependability/reliability, communication skills, personal relations, initiative/productivity, worker rights). A list of sample activities for each specific competency is followed by sample activity sheets. (YLB)

ED 294 093 CG 020 759

Medical Devices and Drug Issues. Hearing before the Subcommittee on Health and the Environment of the Committee on Energy and Commerce, House of Representatives, One Hundredth Congress, First Session (April 8, 21, and May 4, 1987).

Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.

PUB DATE- 87

NOTE- 405p.; Serial No. 100-34. Portions contain small/marginally legible print.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC17 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Costs; *Drug Legislation; *Drug Therapy; *Drug Use; *Ethics; Hearings; Technological Advancement

IDENTIFIERS- Congress 100th; *Medical Devices

The text of three separate Congressional hearings on medical devices and drug issues is presented in this document. The first hearing considers the need for legislation to control potential abuses and illegal diversion of human growth hormone which is produced by using recombinant deoxyribonucleic acid (DNA) technology. The second hearing investigates the dramatic and continuing price increases for prescription drugs, particularly whether the reasons cited by the drug industry for these increases have any basis in fact. The third hearing is on the Federal Drug Association's implementation of the Medical Devices Amendments of 1976. Testimony from 33 witnesses, including government regulators, representatives from advocacy groups, victims and their relatives, representatives from industry, and medical experts is presented. Materials submitted for the record are included. (ABL)

ED 294 178 CS 211 155

Dickerson, Mary Jane
A Voice of One's Own: Creating Writing Identities.
PUB DATE- Mar 88
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Autobiographies; Creative Writing; Higher Education; Literature; *Personal Narratives; Questionnaires; Reader Response; Reader Text Relationship; Reading Writing Relationship; Self Concept; Student Writing Models; Teaching Methods; *Writing Instruction; Writing Processes
IDENTIFIERS- Personal Experiences; *Voice (Rhetoric); *Writing Strategies

The ability to infuse language with qualities of the human voice in the act of speaking is what distinguishes autobiography as a genre and makes it most suited to teaching students subtle features inherent in the complex act of writing. When students write from personal experience, they consciously begin to shape their identities in one direction or another. Autobiography offers the potential to tap rich resources and to establish valuable relationships between the young writer's emerging sense of self and the rhetorical structures he or she encounters in reading and writing. Writing teachers can assist in this development of each writer's sense of self, and consequent development of voice, through open-ended invention strategies such as a 12-part autobiographical questionnaire or a 10-part questionnaire eliciting personal responses to literature. As examination of student writing samples shows, writing from and about the self enables student writers to begin to distinguish their voices from those of other members of interpretive communities. (ARH)

ED 294 234   CS 211 220

Milne, Fred L.
A House Undivided: Some Perspectives from a Once "Intimate Enemy," Now a Department Head.
PUB DATE- Mar 88
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrative Problems; *Administrator Role; College English; *Department Heads; *English Departments; Faculty College Relationship; Higher Education; Literature; Part Time Faculty; *Politics of Education; Professional Recognition; Teacher Administrator Relationship; Writing Instruction
IDENTIFIERS- English Teachers; University of Cincinnati OH

English department heads often find themselves walking a tightrope, trying to keep the various elements of their departments in balance. Yet despite the diversity of interests, English departments should maintain a united house. In fact, separating disciplines--such as writing and literature--into different departments would be negative for both parties, since from a practical and political perspective both sides would lose the clout essential in the fight over the institutional budget. All members of the English department should remember what unites them as a discipline--the written word, whether as finished product or as process. Different perspectives on this common subject are complementary, not antithetical. A reconciliation needs to occur between the literature and writing faculty in order to ease existing tensions. Faculty from each area should be promoted and tenured. In addition, a dialogue between faculty members can be fostered by insuring that committee memberships reflect all departmental constituencies. This type of shared responsibility requires dialogue, eventual understanding, and finally, mutual respect. As the emphasis on the importance of writing in the curriculum continues to grow, the faculty with expertise in writing and rhetoric will gain the respect of other faculty members. Everyone can share in the benefits generated by the strength of the writing program. (MM)

ED 294 262 CS 506 127

Walker, James R.
Audience Duplication in the Video Age: Changes in Prime Time Inheritance Effects between 1976 and 1985.
PUB DATE- 88
NOTE- 20p.; Paper presented at the Annual Conference of the International Communication Association (38th, New Orleans, LA, May 29-June 2, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Audience Analysis; Cable Television; Popular Culture; *Programing (Broadcast); *Technological Advancement; Television Research; *Television Viewing
IDENTIFIERS- Audience Research; Audience Response; *Inheritance Effects (Television); Nielsen Ratings; *Prime Time Television; Television History; Television Networks

Evaluating the impact of the changing media environment on television programming, a study examined inheritance effects--the percentage of one television program's audience that also watches the program immediately following--in network prime time programming between 1976 and 1985. Inheritance effect was calculated as the correlation between a program share and the share of its network lead-in program, using A. C. Nielsen ratings data. For each year, program shares from the same four two-week summaries were used: the first two-week ratings book in April and November, and the second two-week ratings book in January and July. In addition, for each sample program, the number of other network programs starting at the same time was recorded. Results indicated that inheritance effects in network prime time programing increased between 1979 and 1982, a period of rapid growth in cable television penetration, and then decreased between 1982 and 1985, as the sales of remote control tuning devices jumped. (One table of data is included, and two footnotes and 26 references are appended.) (MM)

ED 294 276 CS 506 143

Nicolai, Michael T.

The Professional and the Lay Judge: A Comparison of Competitive Rankings in Forensics Tournaments.

PUB DATE- Nov 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Comparative Analysis; Debate; Evaluation Criteria; *Interrater Reliability; *Judges; Lay People; *Persuasive Discourse; Public Speaking; Secondary Education; Speech Communication
IDENTIFIERS- *Debate Tournaments; Evaluation Research; Evaluation Standards

To determine if there is a distinction between the forensics community's idea of quality and that of the general population, tournament rankings of forensics judges and those of a lay audience were compared. Undergraduate students enrolled in a variety of speech related courses were asked to attend rounds of competition at a midwest collegiate forensics tournament and fill out a ranking sheet (similar to a master ballot used by the regular assigned judges) on the performers. The comparative rankings generated 921 ranked pairs. Results showed that there does not appear to be a significant similarity in the direct rankings or adjacent rankings of professional and lay judges. The data also implies that even within the ranks of forensics judges a wide range of ranks is common and a wide spectrum of evaluation is likely. (Eight tables of data are included.) (MS)

ED 294 304 EA 019 972

Educational Reform: Making the Best Choices for North Carolina. Summary of Proceedings. (Greensboro, North Carolina, May 21-22, 1987).

North Carolina Univ., Greensboro. School of Education.

PUB DATE- Feb 88

NOTE- 58p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Blue Ribbon Commissions; Conference Proceedings; *Educational Change; *Educational Improvement; Elementary Secondary Education; Needs Assessment; Policy Formation; Political Issues; *Politics of Education; Speeches; State Legislation; *State School District Relationship; *Statewide Planning

IDENTIFIERS- *North Carolina; University of North Carolina Greensboro

On May 21 and 22, 1987, a conference on educational reform was held in Greensboro, North Carolina, attended by almost 200 North Carolina educational leaders and prominent newspaper editors, along with educational experts from outside the state. The conference consisted of six major presentations and four reaction panels, along with small group discussions. This document summarizes these presentations, reactions, and discussions. Major presentations were made by former North Carolina Governer James B. Hunt, Jr; John Dornan, executive director of the Public School Forum of North Carolina; Craig Phillips, North Carolina State superintendent of public instruction; Donald J. Stedman, associate vice president for academic affairs and general administration at the University of North Carolina; John Alexander, editorial page editor of the "Greensboro News & Record"; Jack Claiborne, associate editor of "The Charlotte Observer"; and Claude Sitton, editor of "The News & Observer" (Raleigh). The presentations by Phillips, Hunt, Dornan, and Stedman were each followed by a reaction panel; the three news editors presented North Carolina educational reform from their vantage point; and the conference was closed by a synthesis by Jack Bardon, acting dean and excellence foundation Professor of Education at the University of North Carolina at Greensboro. The document concludes with a summary of structured small-group discussion sessions, and a summary of the conference evaluation. Appended are an education budget prepared by the 1987 North Carolina General Assembly and a faculty list of the Department of

Educational Administration, Higher Education, and Educational Research at the University of North Carolina at Greensboro. (TE)

ED 294 318 EA 020 006

Nagakura, Yasuhiko; Moronuki, Mikio
How the Architectural Research Is Used in Educational Facilities and Design in Japan. Phase II.
PUB DATE- Nov 86
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Architectural Research; *Building Design; Classroom Furniture; Construction Costs; *Educational Environment; *Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; Foreign Countries; Individualized Instruction; Instructional Materials; Modular Building Design; Open Education; Open Plan Schools; *School Buildings; School Construction; Shared Facilities; Space Utilization; Systems Building
IDENTIFIERS- *Japan

When designing schools, one should assign space for athletic fields, arrange halls so that traffic will not disturb classrooms, separate grade levels, provide playgrounds exclusively for younger children, and provide lighting and ventilation. Unit plans should be designed so that all educational and domestic activities can be executed in the vicinity of the classroom, the classroom can adjust to changing studies, and the classroom provides uniform environmental conditions. Housing development ideas include the neighborhood unit theory; joint use of schools and their facilities; the open school concept; and sharing a school common area. Modules and systems building are economic techniques for school construction. Multipurpose open spaces and conceiving of the school environment as a means for learning are essential elements in school architecture. V-type organization facilitates adjustment to different subjects, as well as individualized and autonomous learning. The construction of open schools is no more expensive than that of conventional schools. The issues involved in the planning process include constraints, educational demands, noninstructional demands, and community demands. Included are 36 illustrations (13 of which are floor plans), 1 table, and 10 photographs. (RG)

ED 294 344 EC 202 512

Stades-Veth, Joanna
Autism/Broken Symbiosis: Persistent Avoidance of Eye Contact with the Mother. Causes, Consequences, Prevention and Cure of Autistiform Behavior in Babies through "Mother-Child Holding."
PUB DATE- 88
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attachment Behavior; *Autism; Etiology; Infant Behavior; Infants; *Mothers; Neonates; *Parent Child Relationship; *Prevention; *Therapy

A case study is reported in which early "autistiform behavior" in a 4-week-old baby was reversed through intensive mothering. The baby, who had been developing normally, was bottlefed by "strangers" for 2 days and then began to avert her eyes from all people, an autistiform behavior which persisted and grew worse as the mother tried to re-establish eye contact. In conformance with theories of autism as a disturbance of symbiosis, the mother was advised to avoid all eye contact at first, while giving her baby intensive "holding contact." With this approach the mother succeeded in restoring the symbiotic bond with the baby, thus saving the infant from further autistiform deterioration. Therapy developed by J. A. B. Allan and R. W. Zaslow emphasized various preventive holding methods and playful sensori-motor movement programs for parents to practice with disturbed babies in order to diminish their babies' autistiform behavior, improve their symbiotic bond, and prevent later autism. Also reported is a study using the Mother Child Holding Therapy with 104 autistic children with significant change reported in such characteristics as interest in human and visual contact. (DB)

ED 293 981 CE 049 399

Lynch, Richard L.; And Others
Priorities for Research and Development in Vocational Education.
Monographs Prepared in Partial Fulfillment of a Planning Grant for a National Center for Research in Vocational Education.
Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 87
NOTE- 136p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Policy; *Educational Research; Educational Trends; Futures (of Society); Postsecondary Education; Public Policy; *Research and Development; *Research Needs; Secondary Education; *Vocational Education
IDENTIFIERS- *Nominal Group Technique

This document consists of three separate monographs on vocational education research. The first, "Using the Nominal Group Technique To Determine Priorities for Vocational Education Research," (Richard L. Lynch, and others) describes a conference of 23 key thinkers representing business and industry, public policy, and educational research. The Nominal Group Technique was used to develop consensus on broad categories that should have implications for future vocational education research. These categories are competencies, content, and instructional methods; equity and access; vocational education data; policy; communications, marketing, and public relations; and delivery systems and levels. In the study described in "Future Research Priorities as Identified by Major Providers of Vocational Education Research," (B. June Schmidt, and others) 49 providers of research and development (R&D) were identified; 63 percent completed questionnaires from which were compiled organizational mission statements, existing R&D, important findings and conclusions, and priorities for future research. Tables and appendices provide (1) the mission statements; (2) 122 priority areas categorized in six groups (program development and improvement, policy studies, effectiveness, basic skills development, collaborative relationships, and personnel development); and (3) status of existing R&D projects. The third paper, "A Summary of Trends and Issues with Implications for Research and Development in Vocational Education," (by faculty of Virginia Polytechnic Inst.), reviews societal characteristics and trends, economic trends, and technological change and lists implications and recommendations for vocational education research. (SK)

ED 294 064 CE 050 161

Database of Competencies for Business Curriculum Development, K-14.
National Business Education Association, Reston, Va.

REPORT NO.- ISBN-0-933964-26-9
PUB DATE- 87
NOTE- 456p.
AVAILABLE FROM- National Business Education Association, 1914 Association Drive, Reston, VA 22091.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accounting; Basic Skills; *Business Education; *Business Skills; Career Exploration; *Competency Based Education; Computer Literacy; Core Curriculum; *Curriculum Development; Data Processing; Economics Education; Elementary Secondary Education; Entrepreneurship; Human Relations; Keyboarding (Data Entry); *Office Occupations Education; Postsecondary Education; Recordkeeping; Word Processing; Work Attitudes

This guide is intended to serve as a resource for use in developing a business education curriculum at all grade levels between K and 14. Guidelines are presented for using the guide and developing local business education standards. The next main section deals with teaching the following business skills at the elementary school level: keyboarding, basic economics, computer literacy, career and business explorations, and job attitude and human relations skills. The following section examines the teaching of the same subject areas at the middle and junior high school levels. Business education at the secondary and postsecondary levels is discussed next. The next five sections deal with teaching the following areas in secondary and postsecondary level business education programs: basic skills and core competencies (information, personal development, economic, consumer, business concepts, and technology skills); text processing; data processing; accounting and recordkeeping; and entrepreneurship. Appendixes include a list of selected resources, sentence capitalization and punctuation guidelines, lists of frequently misspelled business words, Policies Commission for Business and Economic Education (PCBEE) policy statements about various business education subject areas and business education practices, and a PCBEE position paper on information processing in business education. (MN)

ED 294 109 CG 020 775

Luna, Gene; And Others
Promoting Faculty-Student Interaction in Residence Life. A Presentation of Information and Ideas.
PUB DATE- Feb 88
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; *College Programs; *College Students; Higher Education; Residential Colleges; *Teacher Student Relationship

Interaction between faculty and students outside the formal classroom was characteristic of early residential colleges. Increased enrollments and faculty commitments to research, however, have decreased the amount of time students and faculty spend together outside the classroom. Research has shown that such faculty-student interaction has a positive relationship to student retention, achievement, and satisfaction. National reports on the condition of higher education suggest that colleges should work to increase the amount of faculty-student interaction beyond the classroom environment. The possible ways to structure faculty interactions with students in the residential environment are numerous. This document presents information regarding faculty-student residential programs from colleges and universities in Florida, North Carolina, and Virginia. For each university, programs are described briefly and the name and telephone number of the contact person for the program is given. Also included are excerpts from "Involvement in Learning: Realizing the Potential of American Higher Education" and a list of suggested readings. (NB)

ED 294 151 CS 009 135

Ohtsuka, Keisuke; Brewer, William F.
Discourse Organization in the Comprehension of Narrative Texts. Technical Report No. 428.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 88
NOTE- 20p.
GRANT- OEG-0087-C1001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Discourse Analysis; Higher Education; Narration; *Reading Comprehension; Reading Research; Recall (Psychology)
IDENTIFIERS- Discourse Modes; *Discourse Organization; Linear

Ordering; *Narrative Text; Reading Accuracy; Text Factors

Using experimental narratives in which discourse order and event order were not confounded, a study investigated the role of global discourse organization on the comprehension of narrative texts. Subjects, 100 college students, listened to tape recorded passages representing five types of discourse organization: canonical, backward, flashback, embedded, and flashforward. Passages consisted of an underlying event sequence, and used a narrative text with different discourse organizations which violated different principles. After listening to the passage twice, subjects answered 20 true-false comprehension questions about the order of events in the underlying even sequences of the passage. Results showed strong effects of global narrative organization on discourse comprehension, and supported the four principles of discourse organization as applied to narrative text: the immediate integration principle, the consistency principle, the completeness principle, and the isomorphism principle. (The five experimental passages and 40 references are appended.) (MM)

ED 294 331　　　　　　　　EA 020 219

Ridout, Susan Ramp; Manlove, Donald C.
K-12 Self Studies: Who Needs Them?
PUB DATE- 87
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Advisory Committees; Curriculum Evaluation; Elementary Secondary Education; *Program Effectiveness; *Program Evaluation; *School Effectiveness; School Surveys
IDENTIFIERS- National Study of School Evaluation; *Self Evaluation Scale; *Unit Schools

Program evaluation from a K-12 perspective is increasing in importance. Unit school teachers expressed a necessity to objectively observe their schools. In 1980, the Board of Directors of the National Study of School Evaluation perceived the need for a K-12 self-study instrument. Consequently, the executive director of the board and a national advisory committee proceeded to develop the materials for the instrument. Suggestions were submitted so that the instrument would address specific demands. Twelve schools tested the instrument from 1981 to 1982. After the program, 70 percent of the participants responded to a questionnaire that would endeavor to determine if a K-12 self-study is more beneficial to the whole unit school and if the curriculum had more continuity as a consequence of a K-12 self-study. The results show that 73 percent of the respondents thought that the K-12 self-study was more beneficial, while 21 percent did not; 55 percent thought the curriculum exhibited more cohesiveness as a consequence of the self-study, while 27 percent thought it did not. A larger scale study is suggested to judge if the benefits to unit schools are long-range plans, short-term adjustments, or only the optimism of the program participants. Included are two tables and four references. (RG)

ED 294 037 CE 050 087

MacDonald, C.; Black, H. D.
A Window on the Workplace? Pupils' and Employers' Views of a Work Experience Scheme.
Scottish Council for Research in Education.
REPORT NO.- ISBN-0-947833-18-8
PUB DATE- 87
NOTE- 62p.
AVAILABLE FROM- Scottish Council for Research in Education, 15 St. John Street, Edinburgh, Scotland EH8 8JR.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Attitudes; *Educational Benefits; Educational Research; *Education Work Relationship; *Employer Attitudes; Foreign Countries; Program Effectiveness; Program Evaluation; Secondary Education; *Student Attitudes; Work Experience; *Work Experience Programs
IDENTIFIERS- Scotland

This book presents the results of a study that looked at the operation of a work experience project in one school in Glasgow, Scotland, and evaluated its effects on the pupils. The first of three sections presents the employers' views. It begins by considering employers' reasons for participating in the project and their opinions as to the benefits. The section then describes the types of activity in which pupils were involved, training and supervision available, and advice given on recruitment and job applications. It looks at employers' views on the value of work experience to the pupils. Finally, the role of the school and employers' satisfaction in general are considered. Section 2--the pupils' views--is divided into two parts. The first focuses on pupils' perceptions of and reactions to the project as they emerged from interviews. The second part provides a brief summary of what they perceived, both before and after their placements, as useful aspects of work experience. Section 3 draws together the views of both the employers and the pupils and discusses the value of the project. The interview schedules are appended. (YLB)

ED 294 079 CG 020 745

Retirement Equity Act of 1984: Its Impact on Women.
Women's Bureau (DOL), Washington, D.C.
PUB DATE- 86
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Employed Women; *Federal Legislation; *Income; Retirement; *Retirement Benefits; Spouses
IDENTIFIERS- *Retirement Equity Act 1984

This booklet was written to help readers understand how the Retirement Equity Act of 1984 makes it easier for both women and men to collect retirement benefits under private pension plans. Since women have had special problems in the pension area, it emphasizes how the retirement law works to their advantage by preventing loss of coverage during leaves of absence, providing the chance to build up credits toward a pension at an earlier age, and actually increasing benefits through marital provisions. Because the provisions of the legislation are best understood within the context of the Employee Retirement Income Security Act of 1974 (ERISA), provisions of ERISA are briefly reviewed. Provisions of the Retirement Equity Act of 1984 are listed and elaborated on, with special emphasis on their impact on women. Discussed are: (1) ways that the Act benefits workers in general and women in particular; (2) benefits for spouses and former spouses; (3) special rules for some vested former employees; (4) lump sum payments; (5) effective dates of the Act; (6) information about pension plans; (7) a study of women and pensions; (8) pensions as only a part of retirement income; (9) planning for retirement; and (10) facts on women and pensions. A glossary of terms and a list of names and addresses for regional offices of the Women's Bureau are included. (NB)

ED 294 123 CG 020 789

Tjeltveit, Alan C.

The Assessment and Treatment of Persons with Concurrent Substance Abuse and Other Psychopathology: The Importance of Problem Interactions.

PUB DATE- Aug 87
NOTE- 47p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Client Characteristics (Human Services); *Clinical Diagnosis; Clinical Psychology; Counseling Techniques; Interaction; *Psychopathology; *Substance Abuse

Clients with concurrent substance abuse and other psychopathology constitute an often neglected patient population which presents significant assessment and treatment challenges. Proper treatment requires a careful assessment of issues not always addressed in standard substance abuse or mental health treatment settings. Psychologists with expertise in the psychology of addiction and psychopathology are needed to develop and implement effective approaches to working with such patients. Assessment issues which need to be addressed include the nature and severity of both types of problems, but also the presence and nature of interactions between concurrent problems. This document addresses some of the assessment and treatment questions posed by the client presenting with concurrent substance abuse and psychopathology. It sets forth a way of classifying concurrent problems, including a taxonomy of types of interactions between substance abuse and other psychological problems. To facilitate such an assessment, a set of assessment categories is proposed. Common treatment options for persons with concurrent problems are discussed. Optimal treatment strategies for persons falling into the various assessment categories are considered, with a particular emphasis on the treatment of problem interactions. (Author/NB)

ED 294 137 CS 009 097

Rosser, Eleanor
The Relationship of Television Viewing to Reading Achievement: A Replication.
PUB DATE- May 88
NOTE- 52p.; Master's Thesis, Kean College.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- Audience Analysis; Comparative Analysis; Grade 4; Intermediate Grades; Mass Media Effects; Programing (Broadcast); *Reading Achievement; Reading Comprehension; Reading Research; *Television Viewing

In addition to determining the value of television viewing as a teaching tool for reading, a study examined the relationship between reading achievement and the amount of time spent watching television. During a 10-week period, 21 fourth grade students of various races and ethnic backgrounds recorded their television viewing schedule. The Step Test reading comprehension and vocabulary scores from the previous year were compared to a second Step Test given at the end of the 10-week period. Results indicated that the gain in reading comprehension achievement approached statistical significance, and that the average number of television viewing hours did not negatively affect achievement in comprehension over the period studied. (Two tables of data presenting the reading comprehension pretest and posttest results are included, and a sample television viewing chart, a chart comparing student pretest and posttest scores, and 21 references are appended.) (MM)

ED 294 193 CS 211 177

Olson, Carol Booth, Ed.
Practical Ideas for Teaching Writing as a Process. 1987 Edition.
California State Dept. of Education, Sacramento.
REPORT NO.- ISBN-0-8011-0671-0
PUB DATE- 87
NOTE- 227p.; For 1986 edition, see ED 268 550.
AVAILABLE FROM- Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($6.00).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; *Prewriting; Revision (Written Composition); Student Writing Models; *Teaching Methods; Training Methods; Vocabulary Development; *Writing Evaluation; Writing Exercises; *Writing Instruction; *Writing Processes
IDENTIFIERS- *California Writing Project

A collaborative effort on the part of teachers from and consultants for the University of California, Irvine/California Writing Project, this guide presents ideas for teaching writing as a process at all levels of the curriculum. Each section of the guide presents an essay introducing the section topic, followed by practical ideas for teaching that technique or stage of the writing process. Also included are applications of writing techniques at particular grade levels, descriptions of ways to modify assignments, new ideas that were generated by an original idea, and variations on a theme. Following an introduction to the California Writing Project, the contents of the guide are divided into the following sections: (1) the writing process; (2) prewriting; (3) prewriting in the elementary school; (4) prewriting in different subjects; (5) showing, not telling (a training program for student writers); (6) writing; (7) domains of writing; (8) writing the saturation report; (9) point of view in writing; (10) writing the I-search paper; (11) sharing/responding; (12) Reading Around Groups (RAGs) for sharing/responding; (13) rewriting/editing; (14) revising for correctness; (15) building vocabularies; (16) evaluation; and (17) evaluation techniques. A list of selected references for literature, other sources, and publications about writing, and a list of publications available from the California State Department of Education are appended. (MM)

ED 294 207 CS 211 192

Wahlquist, Elizabeth
Letters: Value to Self and Society.
PUB DATE- Mar 88
NOTE- 18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Interpersonal Communication; *Letters (Correspondence); Novels; *Writing (Composition); *Writing Exercises; Writing Improvement; Writing Instruction
IDENTIFIERS- Letters of Recommendation; Letters to the Editor; Writing Strategies

As a tool for composition classes, practice in letter writing can help create a community of discourse. Many issues can be touched on in a discussion on the role of letters in society: the value of letters to historians and biographers; note passing in elementary and secondary school; personal use; letter columns in the newspapers and magazines; and letters of complaint, recommendations, applications, inquiry, order, or explaining. Letter writing can have numerous advantages, such as enabling the writer to write people they might not call or helping a person write something very sensitive that is difficult to communicate in speech. Focus on letter writing in class reveals the appeals and necessities of written language to the community of self and the larger society. Also, practice in communication through writing letters of various kinds seems to have a beneficial effect on other writing. (MS)

ED 294 221 CS 211 206

Lemon, Hallie S.
Collaborative Strategies for Teaching Composition: Theory and Practice.
PUB DATE- Mar 88

NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Secondary Education; Teacher Attitudes; Teaching Methods; *Writing Instruction; *Writing Processes; Writing Research
IDENTIFIERS- *Collaborative Writing; English Teachers; Teacher Surveys

Investigating the common perception that collaborative writing in composition classes is being used primarily with finished products, an informal survey was conducted in which writing instructors who used collaborative learning estimated the amount of time they allowed for each stage of the writing process (Prewriting/Invention, Focusing/Thesis, Writing, Revision, Editing, and Proofreading). Subjects were 71 composition instructors, including faculty from Western Illinois University as well as other secondary and university instructors. The results showed that for teachers using collaborative learning: (1) collaboration for prewriting is being used most by college teachers (81%) and revision most by secondary teachers (89%); (2) collaboration is used least by both groups at the writing or drafting stage (49% college and 54% secondary); (3) secondary teachers use collaboration at more stages of the writing process than do university instructors; and (4) secondary teachers exert more control over grouping of their students. (A table of data is included.) (ARH)

ED 294 263   CS 506 128

Valentine, Carol Ann; Hoar, Nancy, Ed.
Women and Communicative Power: Theory, Research, and Practice.
PUB DATE- 87

NOTE- 132p.; Monograph developed from Speech Communication Association Seminar Series (Denver, CO, 1985).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Communication Research; Communication Skills; Cross Cultural Studies; Cultural Context; Females; *Feminism; Interpersonal Communication; *Language Role; Language Usage; Nonverbal Communication; Organizational Communication; Political Issues; Political Power; Sex Bias; Sex Differences; Sex Role; *Sex Stereotypes; *Speech Communication; *Womens Studies
IDENTIFIERS- *Communication Strategies; Communication Styles; Feminist Criticism

A collection of essays that explores the links among women and communicative power from a variety of perspectives, this monograph focuses on issue analysis and suggestions for future research. The articles and their authors are as follows (1) "Women and Communicative Power: Introduction" (Carol Ann Valentine); (2) "Genderlect, Powerlect, and Politeness" (Nancy Hoar); (3) "Sex, Sex-Role, and Conversation" (Frances Sayers); (4) "The Communicative Power of Women Managers: Doubts, Dilemmas, and Management Development Programs" (Constance Courtney Staley); (5) "Communicative Power: Gender and Culture as Determinants of the Ideal Voice" (Carol Ann Valentine and Banisa Saint Damian); (6) "Women and Communicative Power: A Conceptual Approach to Communication Strategies" (Barbara Taynton Crawford); (7) "NOW's Media Strategies and the Feminization of Power" (Suzanne E. Condray); (8) "Feminist Theory and the Concept of Power in Public Address" (Valerie Endress); (9) "'It's Up to the Girl to Say No!': Commonplaces Women Learned about Power in Relationships with Men" (Beverly V. Romberger); (10) "Re-Thinking the Relationship between Power, Expression, and Research Practices" (Carole J. Spitzack); and (11) "Summary, Conclusions, and Recommendation for Subsequent Research" (Nancy Hoar). Each article is introduced by a synopsis and most articles include extensive references. (MS)

ED 294 277 CS 506 144

Boyce, Maureen; Buck, Ross

Gender and Leadership Differences in Smiles in Sorority and Fraternity Pictures.

PUB DATE- Apr 87

NOTE- 13p.; Portions of paper presented at the National Undergraduate Honors Conference in the Communications Arts and Sciences (Memphis, TN, April 24-27, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Communication Research; *Facial Expressions; Fraternities; Higher Education; *Leadership Qualities; *Photographs; *Sex Differences; *Sex Role; Sororities; Speech Communication

IDENTIFIERS- *Smiling

Furthering research on the explanations for gender differences in nonverbal expression, a study investigated the types of posed smiles depicted in sorority and fraternity photographs, and related them to whether or not the subject held a leadership position in that organization. Five sororities and five fraternities at a large eastern university were included in the study--the total number of subjects was 746. Two composite photographs from each organization, showing the face and neck of each member, were rated on a simplified version of Ewan C. Grant's smile scale. Four types of increasingly broad smiles were identified. Results showed that females gave statistically significantly wider smiles than males. Also, female leaders gave significantly wider smiles than female nonleaders. However, there was not a significant difference between male leaders and non-leaders in smiling wideness. The Upper Smile (which shows the top teeth only) was by far the most frequent smile observed: it was found in over one half of the photographs in each of the groups. Also, females were much more likely than males to show teeth in their smiles. Female leaders did not differ from nonleaders in showing teeth, but they showed over twice as many broad smiles as did female nonleaders. Male leaders did not differ significantly from male nonleaders in either respect. (ARH)

ED 294 345 EC 202 513

Wanderman, Richard; And Others
The Macintosh Lab Monitor, Numbers 1-4.
PUB DATE- 87

NOTE- 98p.; The document was produced by the Forman School.
AVAILABLE FROM- The Forman School, Computer-Aided Writing Project, The Forman School, Litchfield, CT 06759 (free plus postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Computer Assisted Instruction; *Computer Uses in Education; *Dyslexia; Program Effectiveness; Secondary Education; *Word Processing; *Writing (Composition); *Writing Instruction
IDENTIFIERS- *Computer Aided Writing Project; Forman School CT

Four issues of the "Macintosh Lab Monitor" document the Computer-Aided Writing Project at the Forman School (Connecticut) which is a college preparatory school for bright dyslexic adolescents. The project uses Macintosh computers to teach outlining, writing, organizational and thinking skills. Sample articles have the following titles: "The Macintosh Computer and Dyslexia"; "Outline Processing with Acta"; "The Forman Macintosh Lab"; "Teaching Composition on the Macintosh"; "Glossary of Computer Terms"; "Interactivity in the Macintosh Lab"; "Conversational Writing"; "Spelling Checkers"; "HFS: A Visual Filing System for the Macintosh"; "Software Piracy in Secondary Schools"; "A Different Type of Computer Camp"; "Post-Testing Results and Year-End Conversations"; "Thinking and Writing"; "Computer Aided Composition: Looking Backward"; "The Forman Font"; and "Computer Aided Drawing." (DB)

ED 293 996 CE 049 820

Barton, Paul E.
What High School Students Know and Can Do.
PUB DATE- 9 Mar 88
NOTE- 17p.; Paper presented at the Conference Board meeting "Beyond Business Education Partnerships: Aiming at a High Competitiveness Quotient" (Washington, DC, March 8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Career Education; Critical Thinking; *Educational Trends; High Schools; *High School Students; *Literacy; *Reading Skills; *Writing Skills; Young Adults

The state of education today is a somewhat long story whose plot includes progress, accomplishment, mediocrity, and failure. Trends in achievement over the last two decades are mixed. Americans are gaining in equality of educational achievement. High school students read rather well (at least compared to the common understanding) and write quite poorly. Young adults in America are largely literate, but they fail alarmingly at many common tasks described to them through print. Finally, the proportion of the population reaching a higher-order, or critical, thinking level is likely seriously inadequate. (YLB)

ED 294 052 CE 050 131

Youth Employment Competencies. A Resource Manual. Volume I. Technical Assistance Guide 2:84. Volume II. Technical Assistance Guide 3:84.

Wisconsin Governor's Employment and Training Office, Madison.

PUB DATE- 84
NOTE- 139p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Behavioral Objectives; Career Education; *Competency Based Education; *Employment Programs; Evaluation Criteria; Federal Legislation; Federal Programs; Guides; Postsecondary Education; *Program Development; Secondary Education; *Technical Assistance; *Youth Employment; Youth Programs
IDENTIFIERS- *Job Training Partnership Act 1982

These two volumes of a resource manual are intended to provide technical assistance to Private Industry Councils regarding attainment of employment competencies by youth enrolled in employment and training programs funded by the Job Training Partnership Act. Volume I defines youth competencies, lists major categories of the recommended competencies, and provides a "pool" of specific competencies. Information is presented on developing local competencies and assessment procedures for the selected competencies. Appendixes include a questionnaire approach to determining competencies and an evaluation checklist. Volume II discusses youth competencies in the context of the total service delivery system and provides specific guidelines for service delivery areas (SDAs) in developing a competency-based program approach. Topics include the federal, state, and local roles; getting started; building a competency-based system; and recommendations for specific competency programs and materials for SDAs to consider. Appendixes include sample competency statements, employer survey, preemployment/work maturity skills competency system, SDA competency plan, Summer Youth Employment Program competency system, sample certificates, and a resource guide with a sampling of existing assessment and benchmarking instruments and systems. (YLB)

ED 294 094 CG 020 760

Physician Dispensing of Drugs. Hearing before the Subcommittee on Health and the Environment of the Committee on Energy and Commerce. House of Representatives, One Hundredth Congress, First Session on H.R. 2093, a Bill To Amend the Federal Food, Drug, and Cosmetic Act To Limit the Dispensing of Certain Drugs by Practitioners.

Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.

PUB DATE- 22 Apr 87
NOTE- 197p.; Serial No. 100-36. Portions contain small print.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Drug Legislation; Drug Use; *Federal Legislation; Hearings; Pharmacists; *Physicians
IDENTIFIERS- Congress 100th; *Prescription Drugs; *Prescription Writing (Medicine)

The text of a Congressional hearing considering limitations on the dispensing of drugs by physicians for profit is presented in this document. It focuses in particular on H.R. 2093, a bill introduced by Representative Ron Wyden which would generally prohibit physicians and other practitioners from directly profiting from the sale of drugs which they have prescribed. The text of H.R. 2093 is included. Testimony by these witnesses is included: (1) Larry L. Braden, American Pharmaceutical Association; (2) Nancy W. Dickey, chairman, Council on Ethical and Judicial Affairs, American Medical Association; (3) Richard L. Fields, president, Medical Society of Virginia; (4) Charles A. Hampton, Competitive Health Care Coalition; (5) James Krahulec, National Association of Chain Drug Stores; (6) Daniel Oliver, Chairman, Federal Trade Commission; (7) Robert H. Taylor, president, American Academy of Family Physicians; (8) Michael P. Weinstein, pediatrician, Fort Valley, Georgia; (9) Charles West, executive vice president, National Association of Retail Druggists, and (10) Jeffrey Zuckerman, director, Bureau of Competition, Federal Trade Commission. Additional materials submitted for the record by the National Association for Ambulatory Care and Parnell Pharmaceuticals, Inc. are included. (ABL)

ED 294 165 CS 009 154

Mikulecky, Larry
The Effectiveness of Interactive Computer Assisted Modeling in Teaching Study Strategies and Concept Mapping of College Textbook Material.
PUB DATE- Dec 87
NOTE- 20p.; Paper presented at the Annual Meeting of the National Reading Conference (8th, Clearwater, FL, December 3-6, 1987). Project funded by the Fund for the Improvement of Postsecondary Education (FIPSE).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Biology; College Freshmen; *Computer Assisted Instruction; Educational Media; Higher Education; Individualized Instruction; Instructional Effectiveness; *Instructional Material Evaluation; *Interactive Video; *Programed Instructional Materials; Reading Comprehension; Reading Research; *Reading Strategies; Science Instruction; Skill Development; Study Skills
IDENTIFIERS- Concept Identification; Concept Mapping; Text Processing (Reading)

A study evaluated the effectiveness of a series of print materials and interactive computer-guided study programs designed to lead undergraduate students to apply basic textbook reading and concept mapping strategies to the study of science and social science textbooks. Following field testing with 25 learning skills students, 50 freshman biology students enrolled at Indiana University were divided into treatment and control groups. Both groups read two 7-10 page biology textbook selections. Treatment students scheduled three weekly one-hour appointments using the computer programs, which helped students identify key concepts, write summary statements comparing and contrasting concepts, and graphically map relationships among concepts. After each lesson students answered a questionnaire on the usability of the lesson, and on completion of the last lesson, chapter examinations were given along with an open-ended questionnaire evaluating the program. One week after the chapter exam, treatment subjects read a new biology text and were given an exam on the new material. Control students were provided only with the text and completed the same examination taken by the treatment group. They also returned one week later to repeat the process with the new text. Findings showed that treatment students significantly outperformed control students for both texts in ability to link terms and map concept relationships. Questionnaire data indicated that computer instruction was viewed positively as a way to learn strategies for reading difficult material. (Two tables of data are included, and 23 references are appended.) (MM)

Sledd, James

Pie in the Sky; or, Teaching New Paradigms Old Tricks.

PUB DATE- Mar 88
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Discrimination; *English Departments; *English Instruction; Higher Education; *Literacy Education; Majority Attitudes; Middle Class Culture; Revolution; *Role of Education; Social Action; Social Change; Teacher Effectiveness; Teacher Militancy; Teacher Role; Writing (Composition)
IDENTIFIERS- *Cultural Literacy; Culture Transmission; Exploitation

Teachers should first realize that their assigned role (according to society's decision-makers) is to produce a brainwashed work force which does not question the prevailing culture. Then they should take action to reject this role. As Michael Holzman put it, "We should stop doing harm if we can help it." Many "compositionists" favor this assigned role and so help to maintain the present system of domination and exploitation. "Democracy through Language," the slogan of the English Coalition Conference of July, 1987, suggests that mere talk can accomplish the transfer of power from the dominant minority to the dominated majority. A similarly futile conference planned by the Modern Language Association has defined literacy as the individual's ability to use language to become "...an active participant in all forms of public discourse," a state which could only be attained by means of drastic changes in our society. E. D. Hirsch's best-seller "Cultural Literacy" limits and trivializes the education of the young and diverts attention from genuine social needs. Ken Bruffee seems to hope that by changing his students' language he can change their deepest beings, all to satisfy the demands of those in power. Hope for change lies in the existence of thousands of devoted teachers. Their concerted action could break the prevailing system of exploitation, leading the way to a humanely employed literacy education. (MHC)

ED 294 235 CS 211 221

Hayes, Christopher G.
Defining Composition: Evidence from the Citations, Years 1971-72 and 1976-77.
PUB DATE- Mar 88
NOTE- 20p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; *Intellectual History; Literature; Psychology; *Scholarly Journals; Social Problems; *Writing (Composition); Writing for Publication; *Writing Instruction; Writing Research
IDENTIFIERS- College Composition and Communication (Journal); College English (Journal); *Journal Citation Reports; Professional Concerns; *Professional Literature; Scholarly Writing

As part of a study examining articles on composition at five-year intervals from 1971 through 1987 to explore the evolution of composition knowledge, a study examined articles published in "College Composition and Communication" (CCC) and "College English" (CE) during 1971-72 and 1976-77. A citation list was created by noting the author cited for each article, the title of the work cited, and the author who cited the work. Book reviews, poems, and various information from the National Council of Teachers of English (NCTE) and the Conference on College Composition and Communication were excluded. The citation list was entered into a computer file, and information was collected concerning: (1) the names and works cited in a given year in each journal; (2) the number of times each author and work was cited; and (3) the number of different articles in which the citation occurred. For 1971-72, results indicated that although a significant relationship between composition and literary studies and an interest in psychology was revealed, overall the "composition community" did not reflect a central focus or common canon of works, scholars, or ideas to initiate a dialectical process of defining or revising composition knowledge. The year 1976-77 showed a continued interest in composition practice and psychology, and a greater attention to social issues and the role of composition in the university. (Citation lists for 1971-72 and 1976-77, and two tables of data are appended.) (MM)

ED 294 248 CS 211 239

GLASS: Gifted Language Arts and Social Studies.

Florida State Dept. of Education, Tallahassee. Bureau of Education for Exceptional Students.

PUB DATE- 86
NOTE- 123p.; Program developed through the Florida Challenge Grant Program for the Gifted. For related document, see CS 211 256.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academically Gifted; English Instruction; High Schools; *Language Arts; Secondary Education; State Curriculum Guides; United States History; World History

Developed by the Santa Rosa County School District (Florida), this guide is intended to provide theoretical, cognitive, and affective training for the teachers of the gifted. The guide offers supplemental activities for the gifted student in a regular education English III, English IV, world history, and American history classroom. These activities are presented in a format to show their relationship to the state of Florida's Department of Education Intended Outcomes and regular education activities. Also included are lists of supplemental readings for each course. (ARH)

ED 294 291   CS 506 162

Hillard, Van E.
Boredom and the Pedagogy of Responsibility.

PUB DATE- Apr 88
NOTE- 8p.; Paper presented at the Annual Meeting of the Central States Speech Association (Schaumburg, IL, April 16-18, 1988)
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; *Language Attitudes; *Learning Processes; *Student Responsibility; Teacher Attitudes
IDENTIFIERS- *Boredom; Reading Uses

Recognizing students' claims of boredom could help teachers in the development of a pedagogy which can account for students' negative learning experience. Fostering students' engagements with their study involves the willingness to problematize pedagogic practice, that is to see how rhetorical beliefs make themselves known in how and what is taught. When students are invited to consider language as an instrument for thinking, their imaginative (thinking) engagements are set underway very differently from when students think of language as bits of information to be internalized or memorized. When students are given the responsibility for creating meanings, they can become imaginatively engaged. Teachers should (1) reclaim complicity in manufacturing instructions which invite students to behave as consumers of ideas; (2) be as comfortable with posing questions as with creating solutions; and (3) keep theory and method thoroughly speculative. (MS)

ED 294 319 EA 020 009

Osborne, Bill
Appraisal for Professional Improvement.
PUB DATE- 12 Apr 87
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Responsibility; Elementary Secondary Education; *Instructional Leadership; *Leadership Responsibility; *Professional Development; *Teacher Evaluation
IDENTIFIERS- Oklahoma; *Professionalism

For schools to be effective, staff must have ongoing professional growth opportunities. The key to any successful professional growth program is preparation, involving several essential components to ensure that both teachers and administrators receive maximum benefit from the appraisal process. Research indicates that strong administrative leadership in the evaluation process is also helpful. This paper shows that combining a strong administrative leader with certain appraisal elements can build a more effective school system and that performance appraisal can be used to enhance professionalism. Adequate planning, especially regarding participatory goal-setting, is an essential element surpassed only by desire for improvement in importance. The belief that all teachers and administrators can become effective is necessary to keep administrator leadership from becoming merely an exercise in authority. Top-down commitment to improvement is also important, as districts control the time and money necessary to train administrators as evaluators. Oklahoma's progress in administrator training programs is briefly discussed. Teachers must also have time to confer with administrators to pinpoint weaknesses and work out corrective strategies. Finally, effective two-way communication that includes feedback and evaluation is a never-ending process that should lead to continued improvement as a goal for everyone. The chain of improved teaching will never end because there will always be one more link to strengthen. Included are six references. (MLH)

ED 294 359 EC 202 528

Ludlow, Barbara L.
Preschool Programs for Handicapped Children. Fastback 257.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-257-7
PUB DATE- 87
NOTE- 36p.
AVAILABLE FROM- Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.90 single copy, $0.75 members, quantity discount available; Fastback 257).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cooperative Programs; *Disabilities; Educational Legislation; Eligibility; Evaluation Methods; Handicap Identification; Interdisciplinary Approach; *Intervention; Parent Participation; *Preschool Education; Program Development; Program Effectiveness; Transitional Programs
IDENTIFIERS- *Education of the Handicapped Act Amendments 1986
The booklet provides an overview of the characteristics of young children with handicapping conditions and the components of effective preschool programs for this population. It then discusses the complex issues and implications of recent legislation (Public Law 99-457, Education of the Handicapped Amendments--1986) mandating preschool programs for the handicapped. The first section lists arguments for and against the provision of preschool programs to handicapped children. The next section looks at eligibility for such programs including identification procedures and issues in assessment. Profiles of preschool programs for handicapped children are given next showing a variety of administrative arrangements, staffing plans, and curriculum models. The essential components of preschool programs are then identified and include: integrated programming, transdisciplinary teamwork, parent participation, interagency cooperation, and transition planning. (DB)

ED 294 010   CE 050 037

Harnqvist, Kjell
Background, Education and Work as Predictors of Adult Skills.
PUB DATE- Apr 88
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). Research supported by the Bank of Sweden Tercentenary Foundation, the National Board of Universities and Colleges, and the Swedish Council for Research in the Humanities and Social Science.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Adults; Educational Attainment; *Employment Level; Family Characteristics; Foreign Countries; Longitudinal Studies; Postsecondary Education; *Predictor Variables; Secondary Education; Sentence Structure; Sex Differences; *Socioeconomic Background; Speech Communication; *Speech Skills; Vocabulary; *Work Experience
IDENTIFIERS- *Sweden; Word Length

A study examined the validity of home background at age 13, educational achievement, and work experience as predictors of adult capabilities. The population examined were members of the grade 6 Swedish school population who were born in 1948 on the 5th, 15th, and 25th in each month of that year (n=12,000, or 10 percent of the total). Data about these individuals' family and socioeconomic background, academic achievement, and employment and occupational status were obtained from a national data base on them that had been established in 1961 and periodically updated. In 1980, follow-up data intended to give a broad picture of the participants as young adults were collected by means of questionnaires mailed to three partly overlapping subsamples of the initial 12,000. Home background data were gathered on 2,339 persons (1,126 men and 1,213 women), 500 of whom were contacted for follow-up interviews. These data were supplemented by quantitative indices of the individuals' vocabulary and sequences of uninterrupted speech (obtained during the personal interviews) and self-reported estimated of educational and occupational level, working conditions and their influence, verbal and linguistic skills, civic competence, and practical skills (all of which were reported on the 1980 questionnaire). Sex proved to be a big factor in the respondents' linguistic expression, with men using more words, more different words, and more long words. Educational level was also significant, with persons having a postsecondary education using almost twice as many long words as those with a lower educational level. Findings indicate that home background influences general ability level in grade 6, verbal specificity, and plans, but does not directly influence adult educational level. Ten tables and seven figures display and illustrate the data. (MN)

ED 294 023 CE 050 060

Fulop, Tamas; Roemer, Milton I.
Reviewing Health Manpower Development. A Method of Improving National Health Systems. Public Health Papers No. 83.
World Health Organization, Geneva (Switzerland).
REPORT NO.- ISBN-92-4-130083-3
PUB DATE- 87
NOTE- 152p.
AVAILABLE FROM- WHO Publications Center USA, 49 Sheridan Avenue, Albany, NY 12210.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Allied Health Occupations Education; Coordination; Educational Needs; Educational Planning; Evaluation Criteria; Evaluation Methods; Foreign Countries; Health Services; Job Training; *Labor Force Development; Medical Services; *Needs Assessment; *Program Development; *Program Improvement; Public Health; Systems Approach
IDENTIFIERS- Iran; New Zealand; Rwanda; Vietnam

This guide is intended to assist countries contemplating a comprehensive, action-oriented review of health labor force development to improve their national health systems. Various aspects of the health system infrastructure are examined (major components, organizational structure, coordinating mechanisms, sources of information, and interrelationships between health systems and labor force development). The chapter on health labor force planning examines national policies, mechanisms for assessing the current health labor force situation and planning improvements, planning methods, health labor force research, and information flows. The next chapter covers the general educational system; schools for training health personnel; and training for the various health occupations (including physicians, pharmacists, dentists and dental personnel, nurses and midwives, community health workers, diagnostic technicians and assistants, environmental health personnel, and health leaders and administrators). Authorization to practice, work conditions, personnel functions and administration, and various public and private sector health care providers are examined in a chapter on managing the health labor force. The final chapter outlines trends and makes recommendations concerning planning, production, management, international collaboration, and plans of action. Appendixes or annexes describe health labor force development in the Islamic Republic of Iran, New Zealand, the Republic of Rwanda, and the Socialist Republic of Viet Nam. (MN)

ED 294 065 CE 050 164

Improved Career Decision Making through the Use of Labor Market Information (ICDM) Trainer's Guide. 4th Edition.

North Texas State Univ., Denton.; Washington State Occupational Information Coordinating Committee, Olympia.

SPONS. AGENCY- National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
PUB DATE- 84
NOTE- 206p.; Document is printed on yellow paper.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business; *Career Choice; Career Education; Competency Based Education; *Counselor Training; *Decision Making; Employment Projections; Employment Statistics; Federal Government; Industry; Information Sources; *Information Utilization; *Labor Market; *Occupational Information; State Government; Unions

This guide is intended for use in training counselors who are involved with their clients' career decision-making processes. A primary objective of the curriculum is to familiarize participants with labor market information (LMI) resources and help them develop ways to use these resources with their clients. The following topics are covered in the individual units: career decision making and the role of LMI (shared job functions, economic and demographic factors, role of LMI in career decision making); exploration of labor market concepts (definitions of basic employment and career terms, industrial and occupational classification systems, three LMI decision areas); sources of LMI (LMI-producing agencies); national LMI for counseling; state and local LMI for counseling (occupational employment data, occupation and industry employment projections, industrial employment data); some limits of LMI (data use cautions); the role of organized labor; labor market perspectives for business and labor (questions for discussion with business and labor); exploration of the military for career decision making; and an action plan for counselors. (MN)

ED 294 110 CG 020 776

Olsheski, Jerry; Growick, Bruce
Industrial Rehabilitation in the Public Sector: The Ohio Experience.
PUB DATE- Mar 88
NOTE- 15p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Chicago, IL, March 20-23, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disabilities; *Employees; *Rehabilitation Centers; *State Programs; *Vocational Rehabilitation; Vocational Training Centers

In 1979, Ohio passed a law creating a Rehabilitation Division within its Industrial Commission and authorizing the building of two comprehensive rehabilitation centers to serve disabled workers. Ohio provides industrial rehabilitation services almost entirely through the public sector. This paper describes industrial rehabilitation policies and practices in Ohio and how they differ from those in most states. It presents an historical perspective of vocational rehabilitation in Ohio, describes the administrative structure of the Rehabilitation Division and the Ohio Industrial Commission, and explains the delivery of rehabilitation services in the state. Nine services included in the rehabilitation plan are listed: (1) employer incentives; (2) living maintenance; (3) treatment of unrelated conditions; (4) handicap law coverage; (5) job modification; (6) physical and psychological restoration; (7) job placement services; (8) on-the-job training; and (9) vocational training. While one of the two comprehensive rehabilitation centers for injured workers is still under construction, the other center, the J. Leonard Camera Center, is described and health and vocational services offered by the center are discussed. Statistical aspects of the Rehabilitation Division are given. The paper concludes that an extensive evaluation of the public and private sectors needs to be conducted to determine which system is more effective and efficient for providing services to disabled workers. (NB)

ED 294 305 EA 019 976

Mastering the Basics of Effective School Board Service.

Pennsylvania School Boards Association, New Cumberland.

REPORT NO.- PSBA-11-87-8M
PUB DATE- 87
NOTE- 170p.
AVAILABLE FROM- Publications, Pennsylvania School Boards Association, 774 Limekiln Road, New Cumberland, PA 17070 ($10.00 prepaid with order; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Advisory Committees; *Board of Education Policy; *Board of Education Role; *Boards of Education; Budgeting; Collective Bargaining; Communication Skills; Decision Making; Educational Finance; Elementary Secondary Education; Guidelines; Meetings; *Occupational Information; Policy Formation; Public Schools; School Community Relationship; School Districts; Superintendents; Teacher Strikes
IDENTIFIERS- *Pennsylvania

A composite guidebook covers the collective wisdom and teachings of local school governance. From goal-setting to policy making to board-superintendent relations, this publication places in one complete resource information available to the new and the veteran school board member. Although specifically directed to Pennsylvania board members, the guidebook contains information applicable for board members in other states. Included in this publication are materials from a variety of Pennsylvania School Boards Association (PSBA) publications and self-development articles. The following eight chapters take the individual board member through a variety of basic duties and responsibilities, plus proven tenets of board leadership: (1) welcome aboard; (2) planning, policy making and evaluating; (3) operating effective meetings; (4) making informed decisions; (5) board-superintendent relationships; (6) school boards and collective bargaining; (7) finances and budgets; and (8) communicating with your publics. In addition, a concluding section offers self-development resources for the individual board members in effective public speaking and writing to be understood. (MLF)

ED 294 332 EA 020 265

Stern, Joyce, D., Ed.; Chandler, Marjorie O., Ed.
The Condition of Education. Elementary and Secondary Education, 1988. Volume 1.
Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-88-623
PUB DATE- 88
NOTE- 141p.; For Volume 2, dealing with post secondary education, see EA 020 266.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00334-1: $5.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Educational Assessment; Educational Environment; Educational Finance; Educational Quality; *Educational Resources; Educational Trends; Education Work Relationship; *Elementary Secondary Education; Enrollment Trends; Ethnic Distribution; Expenditure per Student; Government Publications; *Outcomes of Education; School Demography; *School Statistics; Statistical Analysis; Student Characteristics; Surveys; Tables (Data); Teacher Attitudes
IDENTIFIERS- *Indicators

The current status of education is presented in the form of education "indicators"--key data that measure the "health" of education or its trends. These indicators derive from studies carried out by the National Center for Education Statistics as well as from surveys conducted elsewhere, both within and outside of the Federal Government. This year, the indicators are published in three volumes: (1) Elementary Secondary; (2) Post Secondary; (3) Supporting Data, Supplemental Information, Data Sources. The information in this publication provides indicators of the outcomes, resources, and context of elementary and secondary education. Outcome indicators are presented for student performance in general and for high school completion, by race and ethnicity. Resource indicators cover fiscal and human resources. Context indicators include student characteristics, aspects of the learning environment, perceptions of school teachers and the general public, and competency requirements for high school graduation and for teacher certification. Narratives and charts depict each indicator; 26 supporting tables are appended. (MLF)

ED 293 982 CE 049 449

Harrell, Karen L.
Consumer and Homemaking Education for Mainstreamed Handicapped Students in Georgia.
PUB DATE- 4 Dec 87
NOTE- 8p.; Paper presented at the Annual American Vocational Association Convention (Las Vegas, NV, December 4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Consumer Education; *Disabilities; *Home Economics; *Homemaking Skills; *Individualized Education Programs; *Mainstreaming; Material Development; Needs Assessment; Secondary Education; Special Education; State Curriculum Guides
IDENTIFIERS- *Georgia

A project was conducted to create a handbook for consumer and homemaking education teachers in Georgia who deal with mainstreamed handicapped students. The handbook is intended to help teachers develop and implement effective individualized education programs and is designed to supplement the Georgia Curriculum Guide for Consumer and Homemaking Education. The first step in the project was to conduct a needs assessment of 137 randomly selected consumer and homemaking teachers in the state. The needs assessment determined teachers' perception of content necessary to help them teach mainstreamed handicapped students. The teachers identified the following topics as necessary in a handbook: specific learning activities, suggested materials, assessment/evaluation procedures, and goal statements. The handbook should also have a chapter on developing individualized education programs. (A format for planning such programs is excerpted in this document.) (KC)

ED 293 997   CE 049 841

Evans, Vicki
Vocational Training for Students Who Are Seriously Emotionally Disturbed. Teaching Research.
Teaching Research Infant and Child Center, Monmouth, Oreg.
PUB DATE- Dec 87
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Serials (022)

DESCRIPTORS- *Emotional Disturbances; *Employment Potential; Exceptional Persons; Job Placement; *Job Skills; Mental Retardation; *Multiple Disabilities; Outcomes of Education; *Program Effectiveness; Secondary Education; Student Employment; Vocational Education; *Work Experience Programs
IDENTIFIERS- *Salem Public Schools OR

A project is being conducted to provide vocational training for severely emotionally disturbed students in the Salem, Oregon, School District. Most of the youths have previously been institutionalized, and many are retarded and have other handicaps such as learning disabilities, epilepsy, and speech and language disorders. All students qualify for special education services and attend a high school program serving students who are emotionally disturbed. Students are placed into job sites by a vocational trainer, taking into account student preferences, geographic accessibility, and student behavior. Students are first placed in nonpaid positions, then moved into paid positions when they have completed two nonpaid training positions and are within two years of graduation. Although most students learn to do work tasks quickly, training focuses on the acquisition of associated work skills necessary to maintain the work placement. Trainers work with the students during the initial phases of training/placement, then gradually withdraw until students can work independently. Many of the 15 placements have been successful, although 8 students were fired for inappropriate behavior. The program has been functioning for five years and has demonstrated that students with serious emotional disturbances can be prepared for competitive employment in community work experience placements. (KC)

ED 294 038 CE 050 091

Steps to Starting a Small Business. Teacher Guide. Entrepreneurship Curriculum.

Wisconsin Univ., Madison. Vocational Studies Center.

SPONS. AGENCY- Wisconsin State Dept. of Public Instruction, Madison.

PUB DATE- 83

NOTE- 161p.; For a related student notebook, see CE 050 092.

AVAILABLE FROM- Vocational Studies Center, 964 Educational Sciences Bldg., 1025 West Johnson Street, Madison, WI 53706.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; *Business Administration; *Business Education; Curriculum Guides; *Entrepreneurship; High Schools; Insurance; Marketing; Money Management; *Small Businesses; Teaching Guides

This teacher guide provides materials for a high school course designed to acquaint students with the theory of the marketplace and the U.S. free enterprise system while allowing them to have hands-on activities that could lead them to starting a small business. A major portion of the content is delivered by community business resource persons with the administration and supervision of the course of study in the hands of one or more professional educators. The designated time frame is 48 hours of contact instruction. A topical outline and checklist for teacher preparation are provided. The guide is divided into 14 units. A chart for each unit contains student objectives, allocated time, content, and teaching tips. Unit topics are introduction to small business, opportunities in small business, capital, legal and tax aspects of small business, business insurance and information, marketing and marketing research, selecting a location and planning the physical layout of a small business, merchandise cycle, capital outlay and estimating cash flow, developing cash flow statement, professionals working with small business, business records, personnel management, and visit with a loan officer. (YLB)

ED 294 080 CG 020 746

Abuses in Guardianship of the Elderly and Infirm: A National Disgrace. A Report by the Chairman of the Subcommittee on Health and Long-Term Care of the Select Committee on Aging. House of Representatives, One Hundredth Congress, First Session.

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- House-Comm-Pub-100-639
PUB DATE- Dec 87
NOTE- 95p.; Portions contain small print.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - General (140)
DESCRIPTORS- *Civil Rights; *Competence; *Court Litigation; *Disabilities; Mental Disorders; *Older Adults; *State Legislation
IDENTIFIERS- Congress 100th; *Guardianship

This document presents a report on the guardianship of the elderly and the disabled, and on abuses that occur in such guardianship. It presents a set of 12 questions and answers about guardianship: (1) what is guardianship; (2) how many older Americans are under guardianship; (3) who are the elderly persons under guardianship; (4) who can be a guardian; (5) do courts require that guardians receive special training; (6) what is the legal process by which a person can be put under guardianship; (7) what checks are in place to protect an elderly person from abuse by a guardian; (8) what are some of the most frequently cited problems with the current American guardianship system; (9) how can an elderly person get out from under guardianship; (10) what are some examples of guardianship abuse; (11) are there federal laws or national uniform standards for protecting the elderly under guardianship; and (12) what reforms are needed. Tables are included which illustrate which states have restrictions on who can be a guardian, the legal representation of an alleged incompetent by state, which states give the alleged incompetent the right to a jury trial, which states require the alleged incompetent to attend competency hearings, which states require medical evidence to find incompetence, and which states allow "advanced age" as cause for determining incompetence. The Associated Press series on guardianship and other relevant articles are appended. (NB)

ED 294 138 CS 009 103

Mason, Jana M.; And Others

Fostering Comprehension by Reading Books to Kindergarten Children. Technical Report No. 426.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 88
NOTE- 35p.
CONTRACT- OEG-0087C1001
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Research; Kindergarten; *Kindergarten Children; Primary Education; *Reading Aloud to Others; *Reading Comprehension; Reading Interests; Reading Research; Reading Skills; Story Reading; *Teacher Role
IDENTIFIERS- Reading Management; Reading Motivation

A study examined how experienced kindergarten teachers read a story, an informational text, and a picture-phrase text to their students. Six teachers (five from schools in two small midwestern cities and one from a nearby rural area) were videotaped as they read each book to an average of 25 children in three classes each in order to capture their presentation techniques. Each session was analyzed according to what the teacher said and did before, during, and after a book reading session. Analyses of the videotapes showed that the teachers read a story in much the same way that parents read to their children at home, encouraging discussion through comments and questions, adding information before reading and recapping important ideas after reading. The results indicated that text comprehension was the central theme for kindergarten book reading sessions, with variations derived principally from differences in the type of book. (A data table, figures, and references are included and an appendix containing salient comments and questions before, during and after reading each text, as well as a list of the editorial advisory board members, is attached.) (JK)

ED 294 152 CS 009 136

Pearson, P. David; Dole, Janice A.
Explicit Comprehension Instruction: A Review of Research and a New Conceptualization of Instruction. Technical Report No. 427.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 88
NOTE- 21p.
GRANT- OEG-0087-C1001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Basal Reading; Cognitive Processes; Critical Reading; Instructional Effectiveness; Problem Solving; Reader Text Relationship; *Reading Comprehension; *Reading Instruction; Reading Processes; Reading Research; *Reading Strategies; Teacher Student Relationship
IDENTIFIERS- *Explicit Instruction; Reading Management

Reading comprehension can be more effectively taught using new instructional frameworks--such as explicit comprehension instruction--rather than the basal reading model. Traditionally, comprehension has been taught through a process of mentioning the skill that students should apply, practicing the skill in workbooks, and assessing student responses. Explicit comprehension instruction, however, focuses on direct explanations of comprehension strategies, guided practice to understand how the strategy is applied, and the transfer of comprehension strategies to new materials. Studies of these comprehension approaches, including inference training and reciprocal teaching, reveal that reading comprehension can be explicitly taught. There are several basic elements involved in explicit comprehension instruction: (1) complex strategies are not broken down into separate, sequentially ordered subskills; (2) multiple answers exist for all questions; (3) multiple ways exist to apply a strategy; and (4) feedback is suggestive rather than corrective, in that teachers praise students for applying parts of the strategy appropriately and encourage students to consider alternative ways of approaching a problem. Because guided practice and strategy explanations may be difficult for teachers unfamiliar with the process, explicit comprehension instruction can be implemented gradually, simultaneously decreasing the number of teacher controlled tasks while increasing student responsibility and control. (Two tables outlining the stages of responsibility in inference training and question-answer relationship tasks are included, and one footnote and 50 references are appended.) (MM)

ED 294 208 CS 211 193

Kelly, James D.
El Salvador and Nicaragua in Four Elite U.S. Newspapers: Multiple Images and the Journalist's Reporting Perspective.
PUB DATE- Jul 88
NOTE- 38p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Bias; Developing Nations; Editorials; Editors; Foreign Countries; *Foreign Policy; Government (Administrative Body); *Information Sources; International Relations; *Journalism; Media Research; *News Media; Newspapers; *News Writing; Press Opinion; Public Opinion

IDENTIFIERS- Chicago Tribune IL; *El Salvador; Foreign News; Foreign News Correspondents; International News; Journalistic Objectivity; Journalists; Los Angeles Times; New York Times; *Nicaragua; United States; Washington Post

To provide a better understanding of the depictions of countries by the news media, it is necessary to determine whether similar portraits are presented in all types of reporting or whether there are different, or even contradictory, portrayals of foreign countries within individual newspapers considered nationally influential. A study examined the images presented of the governments of El Salvador and Nicaragua in four U.S. elite newspapers during 1983, primarily focusing on the frequency and direction of mention. Content analysis was used in an attempt to discern whether an overall image of a foreign country is a reasonable manifestation of how that country is presented in mass media, or whether such an overall measure is too broad. Results indicated considerable differences between the images presented by domestic and foreign reporters, probably due to the differences in the informational sources they consult and quote in their reports rather than any overt bias. In addition, findings suggest that there is a relationship between the policy position of the U.S. Government toward the governments of El Salvador and Nicaragua and the type of coverage those two governments receive in the elite press of the United States. (Five tables and 44 notes are appended.) (MS)

ED 294 249 CS 211 256

Language Arts for the Secondary Gifted.
Florida State Dept. of Education, Tallahassee. Bureau of Education for Exceptional Students.
PUB DATE- 86
NOTE- 59p.; Program developed through the Florida Challenge Grant Program for the Gifted. For related document, see CS 211 239.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academically Gifted; Basic Skills; Class Activities; Creative Thinking; *English Curriculum; English Instruction; Grade 9; Grade 10; High Schools; Honors Curriculum; *Language Arts; Secondary Education; State Curriculum Guides; Study Skills; Teaching Methods

Intended for teachers of high school honors English courses, this guide developed by the Escambia County School District (Florida) provides two differentiated curricula appropriate to the unique learning styles of the gifted language arts student. The ninth grade design features six units tied to the theme of individuality, while the tenth grade contains five units focused on the concept of survival. Both units emphasize five cognitive components: thinking skills, content, research skills, basic skills and product. These are cognitively developed through activities in three stages--introduction, practice, and extension. Synthesis activities are encouraged through suggested creative integration topics. Specific activities are prescribed at each developmental level in each skill area. The programs are each designed to cover a one-year time frame. Also included are lists of supplemental readings for each course. (ARH)

ED 294 292 CS 506 163

Major, Ann Marie; Atwood, L. Erwin

Pluralistic Ignorance and Communication about a Critical Political Issue.

PUB DATE- 88
NOTE- 30p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, LA, May 29-June 2, 1988). Project funded by the Centre for Hong Kong Studies, Chinese University of Hong Kong.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Foreign Countries; Interpersonal Communication; Interpersonal Competence; Mass Media Effects; *Political Issues; *Public Opinion

IDENTIFIERS- China; Communication Behavior; Great Britain; *Hong Kong; Media Use; Opinion Polls; *Pluralistic Ignorance

A study assessed the accuracy of public perceptions of public reactions to a politically problematic situation, the return of the British Crown Colony of Hong Kong to the People's Republic of China in 1997. The analysis sought to relate differential patterns of communication behavior related to pluralistic ignorance (shared incorrect beliefs about the beliefs and actions of other people) with a cross-section survey. Subjects, 624 Hong Kong residents, were interviewed over the telephone about the Draft Agreement between Great Britain and the People's Republic of China. Attitudes on interpersonal communication and media use were also measured. Findings indicate that a majority of the Hong Kong respondents were able to estimate accurately the distribution of opinion regarding the approval/disapproval of the Draft Agreement, possibly due to the generous media coverage. A majority also felt that it was the most important issue facing the residents of Hong Kong. However, patterns of pluralistic ignorance did appear in the data. Also, findings showed that the remainder of the communication variables examined in the study appear inadequate to the task in explaining the complex relationship among interpersonal communication and mass media variables and pluralistic ignorance. (Six tables and seven notes are included, and 31 references are appended.) (MS)

ED 294 346 EC 202 514

Harris, Walter J.; Kierstead, John T.
The Education of Behaviorally Handicapped Students in Maine.
SPONS. AGENCY- Maine State Dept. of Educational and Cultural Services, Augusta.; Maine Univ., Orono. Coll. of Education.
PUB DATE- Apr 85
NOTE- 87p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Behavior Disorders; Educational Needs; Educational Practices; Elementary Secondary Education; *Individualized Education Programs; Mainstreaming; *Referral; Resource Room Programs; Special Classes; Special Education; Special Schools; State Programs; *Student Evaluation; *Student Placement; Teacher Certification; Teacher Selection

IDENTIFIERS- *Maine

The report examines the status and needs of behaviorally handicapped students in Maine. It describes the referral and identification process, program characteristics, current problems and issues. The first section presents statistics related to prevalence, types of programs received, costs of special education, and the certification and supply of special education teachers. The second section describes a study of 94 randomly selected behaviorally handicapped students receiving special education programs. Discussed are reasons for referral, the referral process, assessment procedures, and major components of the individualized education program (IEP) for students assigned to resource programs, special education classrooms, and residential treatment centers. Among conclusions are the following: most behaviorally handicapped students were initially referred to special education prior to the end of the third grade; one-third of the sample reported contact with state and community services; the determination that a student is behaviorally handicapped was often made without systematically obtained assessment data; most (58%) students were viewed by teachers as having significant learning problems in addition to behavioral handicaps; students were mainstreamed an average of 28% of their school day; most elementary resource teachers were certified in the area of learning disabilities; and, achievement tests and tests of intelligence were the most frequently used measures of student progress. (DB)

ED 294 053 CE 050 133

Job Skills. Youth Employment Competency Tests and Curriculum Guide.

Wisconsin Univ., Milwaukee, Employment & Training Inst.
SPONS. AGENCY- Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- Jun 84
NOTE- 99p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Basic Skills; Career Education; Curriculum Guides; *Employment Interviews; *Employment Programs; Fringe Benefits; *Job Application; *Job Search Methods; *Job Skills; Learning Activities; Secondary Education; *Youth Employment; Youth Programs
IDENTIFIERS- *Job Training Partnership Act 1982; Work Habits

Developed originally for juvenile offenders in the Wisconsin correctional facilities, this curriculum is organized in the same areas and format specified by the Job Training Partnership Act. It focuses on basic skills and survival (preemployment) skills identified as necessary to perform as effective adults. The five competencies covered are seeking a job, job application forms, job interview, work habits, and workers' benefits. For each competency, three to five learning objectives are identified. Classroom activities, student readings and worksheets, and supplementary materials are listed for each learning objective. A list of recommended published materials for teaching the curriculum and a list of publishers are included. Completion of each competency is measured by a criterion-referenced, 20-question multiple choice test. Each test is accompanied by a second version of that test. Answer sheets are provided. (YLB)

ED 294 095 CG 020 761

The Federal Response to the AIDS Epidemic: Information and Public Education. Hearing before a Subcommittee of the Committee on Government Operations. House of Representatives, One Hundredth Congress, First Session.

Congress of the U. S., Washington, D. C. House Committee on Government Operations.

PUB DATE- 16 Mar 87
NOTE- 317p.; Portions contain small print.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Federal Legislation; *Federal Programs; *Health Education; *Health Needs; Hearings; Prevention; Public Health; Public Policy
IDENTIFIERS- Congress 100th

The text of the seventh Congressional hearing on the federal response to the Acquired Immune Deficiency Syndrome (AIDS) epidemic, focusing on federal efforts to devise and implement a massive public education campaign, is presented in this document. A statement by Representative Ted Weiss providing a brief overview of the problem opens the document. Testimony by these witnesses is included: (1) Richard Dunne, executive director, Gay Men's Health Crisis; (2) David W. Fraser, member of the Institute of Medicine, and Health Care and Public Health Panel of the National Academy of Sciences Committee on a National Strategy for AIDS; (3) Kristine M. Gebbie, administrator, health division, Oregon Department of Human Resources; (4) Gilberto Gerald, director of minority affairs, National AIDS Network; (5) Stephen C. Joseph, commissioner of health, New York City Health Department; (6) Michael J. Rosenberg, executive director, American Social Health Association; (7) Florence Stroud, deputy director for community public health programs, San Francisco Department of Public Health; (8) George Swales, director, Sunnye Sherman AIDS Education Project; and (9) Robert E. Windom, Assistant Secretary for Health, United States Department of Health and Human Services. Additional materials submitted for the record are included. (ABL)

ED 294 111 CG 020 777

Medicare, Medicaid, and Maternal and Child Health Block Grant Budget Issues. Hearing before the Committee on Finance. United States Senate, One Hundredth Congress, First Session (July 8 and 9, 1987). Part 1 of 2.

Congress of the U.S., Washington, D.C. Senate Committee on Finance.

REPORT NO.- Senate-Hrg-100-398

PUB DATE- 88

NOTE- 288p.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Administration; *Federal Programs; *Health Services; Hearings; Planning; *Program Budgeting

IDENTIFIERS- Congress 100th; *Medicare

This document presents witnesses' testimonies and prepared statements from two of three Senate hearings called to examine budget issues affecting the Medicare, Medicaid, and Maternal and Child Health Block Grant programs, including changes in the Medicare program necessary to reduce spending in accordance with the budget resolution and expansions of coverage under Medicaid and Maternal and Child Health Block Grant. The first hearing, focusing on Part A of the Medicare Program, includes testimonies from Stuart Altman, Prospective Payment Assessment Commission; Jack W. Owen, American Hospital Association; Michael D. Bromberg, Federation of American Health Systems; Charles M. O'Brien, Jr., Georgetown University Hospital; Kay Hollers, Government Affairs Committee of the National Association for Home Care; and Cynthia Polich, Interstudy. The second hearing, focusing on Part B of the Medicare Program, includes testimonies from Uve Reinhardt, Physician Payment Review Commission; James Sammons, American Medical Association; N. Thomas Connally, American Society of Internal Medicine; James G. Jones, American Academy of Family Physicians; Paul A. Ebert, American College of Surgeons; and Bruce E. Spivey, American Academy of Opthalmology. Supplemental materials are included. (NB)

ED 294 124 CG 020 790

Nufrio, Ronald M.
Elementary Counseling: A Program Model.

PUB DATE- 5 Mar 88
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Counseling Techniques; *Counselor Role; *Elementary Education; Group Counseling; Individual Counseling; *Models; Parent Counseling; *School Counseling; *School Counselors; *School Guidance; Student Needs

This document presents a model for an elementary school guidance program, based on a program used in a rural school of approximately 500 elementary students by a part-time counselor with limited financial resources. It includes the justification for such a program, a brief history of elementary guidance, and a description of the components of a specific program serving all students as effectively as possible. Three major components of an elementary guidance program are described: group guidance and counseling, individual counseling, and adult consultation services. Group guidance and counseling is described as the most effective component, serving more students in less time than can the other components. Group guidance is defined as developmental and preventive in nature, with the primary form of group guidance being classroom guidance; while group counseling is usually remedial, personal, and oriented toward identified problems. Individual counseling, which can help the counselor reach all students, including the average, learning disabled, and gifted, is described, with problem solving being the primary strategy used in individual sessions. It is contended that by working with parents, teachers, administrators, or community resource persons in the third component, adult consultation services, the counselor can indirectly increase the number of students affected by counseling. The paper concludes that the elementary counseling program is an important and critical part of the total school program. (NB)

ED 294 180 CS 211 159

Kasten, Wendy C.; Clarke, Barbara K.
A Study of Third and Fifth Grade Students' Oral Language during the Writing Process. Research Bulletin.

Florida Educational Research and Development Council, Inc., Sanibel.
PUB DATE- 87
NOTE- 26p.
AVAILABLE FROM- FERDC, PO. Box 506, Sanibel, FL 33957 ($3.00 single copy; $10.00 annual subscription; 10% discount on orders of 5 or more copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- Creative Writing; Elementary Education; Grade 3; Grade 5; Naturalistic Observation; *Oral Language; Student Writing Models; Writing Instruction; *Writing Processes; Writing Research
IDENTIFIERS- *Beginning Writing; Childrens Writing; *Speaking Writing Relationship; Writing Strategies

As an extension of a two-year longitudinal study involving various aspects of children's writing, a study examined the function of children's oral language during creative writing sessions in typical classroom settings. Using ethnographic style techniques, researchers conducted 46 writing episode observations of seven fifth graders in the spring of 1985, and 21 observations of six fifth graders and 36 observations of seven third graders in the fall of 1985. Both free writing (journal writing) and structured writing assignments were observed. Data consisted of verbatim copies of the student's written text, and notes of all behaviors and language exchanges occurring during the writing episode. Each incidence of language was examined and judged according to Kasten codes (consideration/pre-writing comments, language during text production, reconsideration of text language, other writing related comments, language unrelated to writing, and undetermined language). In addition, the same utterances were then reviewed according to Halliday codes for language functions (instrumental, regulatory, heuristic, interactional, personal, imaginative, and informative). Results indicated that the language which accompanied writing was not only highly related to the writing process, but also facilitated learning opportunities. (Two figures, two tables of data, and 12 references are included.) (MM)

ED 294 194 CS 211 178

Carroll, Jeffrey
The Vulgar Canon and Its Uses in the Classroom.
PUB DATE- Mar 88
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Context; Cultural Influences; Higher Education; *Literature; *Popular Culture; Reading Assignments; Reading Attitudes; Reading Instruction; Reading Interests; *Reading Material Selection; Secondary Education; Writing (Composition)
IDENTIFIERS- Bakhtin (Mikhail); *Cultural Literacy; *Hirsch (E D); Literary Canon

Employing a body of texts for the reading and study of literature in the English classroom leads to much argumentation, with much disagreement about what is fair game for the writing student. To help determine which texts to select it is necessary to define cultural literacy in a different way from that of E. D. Hirsch. Hirsch would prescribe definitions of culture--or its relation to language--that would invalidate the experiences, ethics, and aspirations of our students. Instead, cultural literacy can be that which Mikhail Bakhtin called the "carnivalesque," or those words and speeches valued in public places of celebration. This extra-academic valuation of texts gives rise to "the vulgar canon": texts which do not normally enter the classroom context but which have been given value in other contexts, primarily those of the home or "popular culture." Three good reasons for using this canon are: (1) the recognition by the teacher of this hidden canon can facilitate the teaching of writing in what Bakhtin calls the "special collectivity;" (2) it can empower Bakhtin's "carnivalesque crowd," the source of that socially constructed, "unofficial speech" the teacher must encourage through assignments sensitive to the contemporary text, the unwritten text, the visual text, and the moving image; and (3) it may draw two communities--the academic and the carnivalesque--into direct engagement rather than maintaining the usual respectful, or disrespectful, distance. (Four references are appended.) (MS)

ED 294 222 CS 211 207

Marzano, Robert J.; And Others
Dimensions of Thinking: A Framework for Curriculum and Instruction.
Association for Supervision and Curriculum Development, Alexandria, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-87120-148-8
PUB DATE- 88
NOTE- 175p.; Published on behalf of The Association of Collaborative for Teaching Thinking.

CONTRACT- 400-86-0002; 400-86-0003; 400-86-0004; 400-86-0045
AVAILABLE FROM- The Association for Supervision and Curriculum Development, 125 N. West St., Alexandria, VA 22314-2798 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Comprehension; Content Area Reading; Creative Thinking; *Critical Thinking; *Curriculum Development; Decision Making; Educational Change; Elementary Secondary Education; Interdisciplinary Approach; Learning Processes; Logical Thinking; Memory; *Metacognition; Problem Solving; Schemata (Cognition); Self Control; Skill Development; Student Role; Teacher Role; Testing; Writing (Composition)
IDENTIFIERS- *Thinking Skills

Organizing and clarifying research and theory from diverse sources, including philosophy and cognitive psychology, this book provides a framework intended to help educational practitioners (principals, supervisors, curriculum directors, and teachers) plan programs for incorporating the teaching of thinking throughout the regular curriculum. Chapter 1 discusses the need for a framework for teaching thinking and presents a historical perspective on the study of thinking. Chapters 2 through 6 discuss five dimensions of thinking: (1) metacognition; (2) critical and creative thinking; (3) thinking processes--such as concept formation, problem solving, and research; (4) core thinking skills--the "building blocks" of thinking--including focusing, information-gathering, organizing and generating skills; and (5) the relationship of content-area knowledge to thinking. The final chapter presents guidelines for using the framework. (A glossary of key terms and an outline of the book are appended, and thirteen pages of references are attached.) (ARH)

ED 294 264 CS 506 130

Ciofalo, Andrew
Establishing a Book Publishing Curriculum.
PUB DATE- 88
NOTE- 11p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Curriculum; *Curriculum Design; *Curriculum Development; Degree Requirements; Experiential Learning; Higher Education; *Publishing Industry; School Business Relationship; Undergraduate Study
IDENTIFIERS- *Loyola College MD

Addressing the need to prepare college graduates for careers in book publishing, this report examines the necessity and structure of a book publishing curriculum at the undergraduate level at Loyola College in Maryland. A 1977 bulletin by the American Association of Publishers (AAP) cited a lack of awareness of publishing as a possible career, and the high cost of on-the-job training as the two major problems concerning potential new employees. Offered to Communications majors, the Loyola Publishing Concentration detailed in this report confronts these concerns, providing a multi-disciplinary professional approach with courses in writing, editing, advertising, public relations, graphics and production, communications law, marketing, and promotion. Also addressed in this report is an experiential component, providing internships in the local publishing industry or campus press, necessary for a comprehensive book publishing curriculum. Four book publishing course descriptions--"Introduction to Book Publishing," "The Editorial Process," "Book Production and Design," and "The Finished Book"--are included in the report. (MM)

ED 294 278 CS 506 145

Switzer, Jo Young
Small College Faculty Recruitment: Communication Strategies.
PUB DATE- Apr 88
NOTE- 18p.; Paper presented at the Annual Meeting of the Central States Speech Association (Schaumburg, IL, April 16-18, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- College Environment; Departments; Employment Interviews; Faculty College Relationship; *Faculty Recruitment; Higher Education; Institutional Characteristics; *Small Colleges; *Speech Communication; Tenure; *Theater Arts
IDENTIFIERS- *Communication Strategies

In order to attract strong faculty members, many of whom may not realize initially the distinctive strengths of small colleges, small schools need to work hard and plan well to recruit and hire qualified faculty in communication and theatre. A search and screen process which presents an accurate and attractive picture of the small college is an important part in achieving that end. The first step in the process is a thorough consideration of the nature of the position. The department should be explicit about the duties that will be assumed by the new faculty member, and should encourage administrators to offer the most competitive salary possible. The second step, publicizing the position, is best carried out through a combination of an advertisement in at least one of the national publications with distribution of a printed flyer. The third step, the interview, is the most powerful way to convey to the candidate the distinctive attractiveness of the college. Involvement of top level administrators and/or students in the interview process stresses an institution's distinctiveness. Candidates, who are likely to assume that the publish or perish model which is active in many institutions is being followed, should be informed if a school bases tenure and promotion upon different criteria. Information highlighting the attractiveness of the living situation, academic distinctiveness, and fringe benefits should also be offered. (ARH)

ED 294 320 EA 020 014

Remarks of Governor Ted Schwinden to the International Conference of the Council of Educational Facility Planners (64th, Edmonton, Alberta, October 3, 1987.

Montana State Office of the Governor, Helena.

PUB DATE- 3 Oct 87
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Facilities Planning; Elementary Secondary Education; *School Buildings; *Space Utilization
IDENTIFIERS- *National Governors Association

This speech summarizes the recommendations of seven National Governors' Association task forces represented in "Time for Results: The Governors' 1991 Report on Education," highlighting the physical facilities group's concerns. The Task Force on Teaching confronted work force quantity and quality issues and recommended strategies for attracting and retaining competent teachers. The Task Force on Leadership and Management concluded that positive reforms will be brought about by effective administrators in reorganized schools. The Parent Involvement and Choice Task Force recommended that parents and teachers cooperate to set local goals and identify school differences. The Task Force on Readiness, concerned with the intolerable economic and social costs of undereducation, recommended that schools accept responsibility for preparing at-risk children for academic success by involving community agencies and parents. The Task Force on Technology stressed the need for careful planning and support for local experimentation. The Task Force on College Quality focused on the need to assess student performance. The school facilities task force recommended more efficient use of buildings, greater use of school property for general community use, active involvement of states in building restoration, adoption of policies for disposition of old facilities, and the development of greater expertise by national education organizations in alternative school use and design. After a general discussion of these recommendations, the speech expresses concern for the vitality of rural communities, in which school construction may be the most significant capital investment for decades at a time. (MLH)

ED 294 360 EC 202 529

Rossmiller, Judith Reardon
Sit Down, Shut Up, or Get Out. A Mother's Message to Teachers of Gifted Students.
PUB DATE- 81

NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Needs; Elementary Secondary Education; *Gifted; Mothers; *Parent Attitudes; *Parent Teacher Cooperation; Personality Traits

A mother of a highly gifted son gives her observations of life with a gifted child, the educational needs of the gifted, and suggestions to teachers of the gifted. Stressed throughout is the fact that gifted children are first and foremost children with all the needs and characteristics of children. Stereotypes of the gifted child are exposed illustrated by anecdotes of experiences with individual gifted children and groups of gifted children. (DB)

ED 293 983 CE 049 489

Kister, Joanna; Montgomery, Wanda
Development Education for the American Teenager through Home Economics. Global Connections. Teacher's Guide.
American Home Economics Association, Washington, D.C.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.
PUB DATE- 88
NOTE- 13p.
AVAILABLE FROM- American Home Economics Association, 2010 Massachusetts Avenue, NW, Washington, DC 20036 ($2.00 plus postage).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cultural Awareness; *Curriculum Development; *Developing Nations; *Home Economics; International Cooperation; Learning Activities; Secondary Education; Teaching Guides

This teaching guide provides materials on how to implement a global education curriculum into the home economics program. The stated objective is to motivate students to become more caring and responsible citizens of the global village. Contents include a list of student objectives, steps to take in implementing the global view curriculum, and sources of instructional materials. The curriculum orientation is also discussed. The problem orientation approach is described, and suggestions are made on how to approach the problem-solving process. Both a student pretest and teacher self-assessment form are provided. Other contents of the guide include recommended teaching strategies and techniques, suggestions for introducing an issue with the students, and suggested activities to help students learn about people in developing countries. The creation of a culture kit--a resource that the teacher develops--is detailed. The guide concludes with a list of "links" to make for help and resources. Celebration of world days, linkage with others in service projects, and background readings are suggested. (YLB)

ED 294 011 CE 050 038

Blai, Boris
"Creative" Work Schedules.

PUB DATE- 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reference Materials - Bibliographies (131)
DESCRIPTORS- *Employment Patterns; *Flexible Working Hours; *Job Sharing; Leaves of Absence; *Part Time Employment; *Released Time; Retirement; Telecommunications
IDENTIFIERS- *Phased Retirement; *Telecommuting

Many creative or flexible work scheduling options are becoming available to the many working parents, students, handicapped persons, elderly individuals, and others who are either unable or unwilling to work a customary 40-hour work week. These options may be broadly categorized as either restructured or reduced work time options. The three main restructured work time options are flextime (a work schedule that permits flexible starting and quitting times but still requires a standard number of hours within a given time period); compressed work weeks (full-time work schedules in fewer than five days each week); and telecommuting (an arrangement in which employees working off-site are electronically linked to an office via computer). The following are reduced work time options: permanent part-time (less than full-time employment that includes job security and all other rights available to full-time workers); job sharing (an arrangement in which two people voluntarily share the responsibilities of one full-time position, with salaries and benefits prorated); phased retirement (a program allowing workers to retire gradually over a period of years); leaves of absence (paid or unpaid authorized periods of time away from work without loss of employment rights); and voluntary reduced worktime programs (time-income trade-off arrangements allowing full-time employees to reduce their work hours for specified periods with a corresponding reduction in compensation). (An annotated bibliography of works dealing with these scheduling options is appended.) (MN)

ED 294 024 CE 050 061

Stevens, L. Nye
Employee Drug Testing. Testimony. Statement (Summary) of L. Nye Stevens, Associate Director, General Government Division, before the Subcommittee on Employment Opportunities, Committee on Education and Labor, House of Representatives.
General Accounting Office, Washington, DC. General Government Div.
REPORT NO.- GAO-T-GGD-88-14
PUB DATE- 21 Apr 88
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adults; *Drug Use; *Employees; *Employer Attitudes; Employer Employee Relationship; *Employment Practices; Job Application
IDENTIFIERS- *Drug Use Testing

At the request of Congress, the General Accounting Office (GAO) conducted a study of drug testing of employees by employers. To identify and obtain the most recent surveys on drug testing policies and practices in the private sector, the GAO searched 14 computerized bibliographic files and discussed information needs with representatives of 35 public and private organizations knowledgeable about drug testing practices. From this search, 10 usable surveys were found and analyzed. The survey data indicate that (1) drug testing is a common, but not universal private sector practice, more likely among larger firms; (2) firms are more likely to test applicants than employees; (3) more firms plan to implement drug testing in the future; (4) some firms do not provide confirmatory tests to employees or applicants who initially test positive; (5) some firms retest employees or applicants using the same type of test as that used initially; and (6) some firms do not tell applicants that the reason they were not hired was because of a positive drug test. The GAO plans to continue the study on drug testing in the workplace and to determine the regulatory controls over drug testing laboratories. (KC)

ED 294 066 CG 020 732

Bartone, Paul T.; Hoover, Elizabeth
Occupational Stress, Health, and General Well Being among Soldiers.
PUB DATE- Aug 87
NOTE- 23p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Enlisted Personnel; *Health; *Military Personnel; Social Support Groups; *Stress Variables; *Well Being; *Work Environment

A soldier's occupation is a very stressful one, especially for junior enlisted soldiers who have little control over their highly-regimented work lives. This prospective study examined the relationship between soldier occupational stress and health and well-being 8 to 10 months later. Through an ongoing, longitudinal study of attitudes, health, and cohesion in Army units, extensive survey data were collected on lower enlisted soldiers. The 2,288 respondents with complete data on relevant variables at two time points in 1985 and 1986 were included in the analyses. The sample was divided into low, medium, and high occupational stress groups based on hours worked per week, days spent in the field away from home, and availability of free time. Illness outcome was represented by the number of doctor visits over the previous year and by an 18-item general well-being scale. Personality commitment and subjective/objective social support were considered as possible moderators of occupational stress. Analyses of covariance, controlling for Time 1 illness and psychological well-being, revealed a significant interaction effect for stress by commitment on Time 2 illness, and a significant 3-way interaction among stress, commitment, and subjective social support on Time 2 well-being. These results suggest that soliders who characteristically view their jobs as important and meaningful are less at-risk for stress-related illness, an effect sometimes enhanced by a subjective sense of available social supports. (Author)

ED 294 166 CS 009 155

Mink, JoAnna Stephens

Integrating Reading, Writing, and Learning Theory: A Method tc Our Madness.

PUB DATE- Mar 88
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Cognitive Style; *College English; *English Instruction; Freshman Composition; Higher Education; Reader Text Relationship; *Reading Writing Relationship; Small Group Instruction; Teaching Methods; Writing Skills
IDENTIFIERS- Journal Writing

Within the last few years English curriculum, especially at the introductory levels, has changed so that reading and the study of literature is integrated with the learning of writing skills. Consequently, English teachers need to consider the best way to merge the two skills by drawing upon the findings of psychologists and cognition theorists to plan appropriate classroom activities. Journal-writing and small group discussions in composition and literature classes have been successful methods for merging the skills of reading, discussing, and writing. Students not only learn the commonalities of reading and writing skills but get actively involved with the text being studied through: (1) independent reading, thinking, and writing about ideas presented in literature; (2) sharing of those ideas in small and then in large groups; (3) reevaluating those ideas in after-class journal entries; and (4) articulating those ideas in formal writing assignments, papers or exams. (MHC)

ED 294 236 CS 211 222

Manning, Gary; And Others

Attitudes of Middle School Students toward Low-Structure and High-Structure Content Journals.

PUB DATE- Nov 87

NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (16th, Mobile, AL, November 11-13, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Attitude Measures; *Content Area Writing; Grade 7; Grade 8; *Integrated Activities; Junior High Schools; Middle Schools; Science Instruction; *Student Attitudes; Writing Instruction

IDENTIFIERS- *Content Journals; Journal Writing

Investigating the use of content journals--notebooks in which students record their ideas about studies in a particular subject area--to incorporate writing in content classes, a study examined the attitudes of seventh and eighth grade students toward low-structure (students choose what they want to write) and high-structure (teachers make specific assignments for entries) content journals. In a seventh grade social studies class, 23 students wrote in low-structure content journals for five to ten minutes several times a week throughout the 1986-87 school year. High-structure content journals were used in an eighth grade science class of 26 students, writing on specific assignments for the same time period. In the final month of school, a 10-statement attitude survey was administered in which students were asked to agree or disagree with five positive and five negative statements concerning content journals. In addition to the attitude survey, three open-ended sentence stems were given to further assess students' attitudes. Results showed that the low-structure group was more positive than the high-structure group about the journals. However, the high-structure group reported the journal as enhancing learning while the low-structure group viewed journals as providing an opportunity to express personal opinions. (An attitude survey and five references are appended.) (MM)

ED 294 250 CS 506 065

Woal, Michael; Corn, Marcia Lynn
Text as Image.
PUB DATE- Nov 87
NOTE- 26p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987). Figures may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Ideography; Information Technology; Mass Media; Printing; Signs; Technological Advancement; *Telecommunications; *Written Language
IDENTIFIERS- Electronic Print; Electronic Text; Graphic Representation; Historical Background; *Ideographs; Image Theory; Pictographs; *Print Media; Visual Displays

As electronically mediated communication becomes more prevalent, print is regaining the original pictorial qualities which graphemes (written signs) lost when primitive pictographs (or picture writing) and ideographs (simplified graphemes used to communicate ideas as well as to represent objects) evolved into first written, then printed, texts of phonetic letters. Many distinctly modern cultural texts use letters both as phonetic code and as a pictorial element of visual design, thus combining the modes of signification of phonetic and picture writing. Both pictographs and ideographs bear a natural resemblance to their meanings, and have visual presence in messages that are as much graphic designs as text.

Modern text-and-image messages, such as commercial promotions, merge imagerial elements with print. Electronic media provide immediate and vivid experiences which can be shared by groups, replacing solitary reading with participation in a common symbolic environment, which tends to break down social hierarchies and promote egalitarianism. On the other hand, electronic media can overwhelm the sense of logical process found in print, and encourage spontaneity at the expense of reflection. A shift from print media to image-oriented media is not necessarily imminent, but a communication technology in which print is handled electronically, as screen images, may become an extension of print media, requiring a new literacy which will not replace print, but will accommodate and enrich it. (Three figures are included and 21 notes are attached.) (MM)

ED 294 306 EA 019 977

Sinclair, Robert L.; Ghory, Ward J.
Reaching Marginal Students: A Primary Concern for School Renewal.
REPORT NO.- ISBN-0-8211-1860-9
PUB DATE- 87
NOTE- 165p.
AVAILABLE FROM- Publication Sales, McCutchan Publishing Corporation, P.O. Box 774, Berkeley, CA 94701 ($24.25; quantity discounts).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010)
DESCRIPTORS- Curriculum Development; Dropouts; Educational Change; Educational Environment; *Educationally Disadvantaged; Elementary Secondary Education; Family School Relationship; *High Risk Students; Minimum Competency Testing; *Principals; Public Schools; Skill Development; Student Characteristics; *Student Problems; *Student School Relationship
IDENTIFIERS- *Marginal Students

This book examines the conditions for learning from the perspective of those students for whom schools are not productive and satisfying settings. Both current and desired characteristics of school environments are examined from the standpoint of their effect on marginal students. Questions probed include how difficulties begin and why individuals and groups are permitted to persist in unfavorable learning conditions or in unproductive patterns of behavior. Research reveals how marginality can affect students regardless of sex, race, family structure, or economic background and the systematic influence of these variables. The argument in the book is that sustained attention to the persistent difficulties of marginal learners is one key to a more sensitive and persuasive diagnosis of the problems of contemporary education. Nine interrelated chapters describe the problem of marginal learners in school environments and provide a practical approach for schools to reduce marginality. Chapters expand on crucial issues including curriculum; classroom responses to the marginal student; the school, the principal, and the marginal student; and families and schools together. Notes and references follow each chapter. (MLF)

ED 294 333 EA 020 266

Stern, Joyce D., Ed.; Chandler, Marjorie O., Ed.
The Condition of Education. Postsecondary Education, 1988. Volume 2.
Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-88-625
PUB DATE- 88
NOTE- 122p.; For Volume 1, dealing with post secondary education, see EA 020 265.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00335-1: $4.25).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Educational Assessment; Educational Finance; Educational Quality; *Educational Resources; Ethnic Distribution; *Outcomes of Education; *Postsecondary Education; *School Statistics; *Student Characteristics
IDENTIFIERS- *Indicators

Statistical information on education indicators derived from studies conducted by the Center for Education Statistics and from other surveys and studies conducted within and outside the Federal Government is presented in a chartbook format. This year, the indicators are published in three volumes: (1) Elementary Secondary; (2) Post Secondary; (3) Supporting Data, Supplemental Data, Data Sources. The information in this publication provides indicators of the outcomes, resources, and context of postsecondary education. Outcome indicators include student achievement, trends in higher educational attainment, degrees conferred, and economic outcomes. Resource indicators focus on fiscal resources: expenditures per student, revenues, and faculty salaries. Context indicators focus entirely on student characteristics: enrollments by type and control of institution, selected personal characteristics, and enrollment patterns by age groups and by ethnicity. Presented for the first time as indicators are the following: (1) degrees earned by foreign students; (2) degrees earned by race and ethnicity; (3) field of study by race and ethnicity; (4) expenditures on research and development in higher education institutions; (5) the allocation of expenditures and tuition; and (6) trends in college faculty salaries. Narratives and charts depict each indicator; 19 supporting tables are appended. (MLF)

ED 293 998 CE 049 873

Cooperative Education.
National Commission for Cooperative Education, Boston, Mass.
PUB DATE- 85
NOTE- 20p.
AVAILABLE FROM- National Commission for Cooperative Education, 360 Huntington Avenue, Boston, MA 02115 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *College Students; *Cooperative Education; *Educational Benefits; Higher Education; Outcomes of Education; *Program Content; *Student Participation; *Work Experience Programs

This booklet explains the benefits that college students can gain by participating in a cooperative education program. The following topics are covered in the individual sections of the guide: the positive effects that work experience gained in a cooperative education program can have on a student's college studies and career development, the ways in which cooperative education leads to careers, the effect of cooperative education on personal development and academic performance, ways in which cooperative education is organized to fit in with college programs, cooperative education options offered by different colleges, steps in getting involved in a cooperative education assignment, ways of getting the most out of a cooperative education experience, opportunities to match interests and job opportunities in cooperative education programs, and ways of finding out which colleges and universities are involved in cooperative education programs. (MN)

ED 294 039   CE 050 092

Steps to Starting a Small Business. Student Notebook.

Wisconsin Univ., Madison. Vocational Studies Center.

SPONS. AGENCY- Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- 83
NOTE- 146p.; For a related teacher guide, see CE 050 091.
AVAILABLE FROM- Vocational Studies Center, 964 Educational Sciences Bldg., 1025 West Johnson Street, Madison, WI 53706.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Business Administration; *Business Education; *Entrepreneurship; High Schools; Instructional Materials; Insurance; Learning Activities; Marketing; Money Management; *Small Businesses; Workbooks

This student notebook provides student materials for a program of study made up of a series of community-based activities potentially leading to the start-up of one's own business, while at the same time providing a better understanding of the American economic system of free enterprise. It begins with a glossary. For each of 15 units (1 more unit than in the teacher guide), a class preparation sheet asks the participants to complete specific assignments and suggests reading and aids for the unit. (Readings are mainly free materials available from the Small Business Administration and those items outlined in the teacher guide.)

Materials needed to complete the assignments are also provided. Unit topics are introduction to small business, opportunities for small business, capital, legal and tax aspects of small business, business insurance and information, marketing and marketing research, selecting a location and planning the physical layout of a small business, merchandise cycle, capital outlay and estimating cash flow, professionals working with small businesses, business records, personnel management, and visit with a loan officer. An additional unit provides a location for the participants to gather together the worksheets and supportive materials for an interview with a financial institution loan officer in the last unit. (YLB)

ED 294 081 CG 020 747

Reauthorization of the Child Abuse Prevention and Treatment Act. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, First Session (April 23, 1987).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 88

NOTE- 96p.; Serial No. 100-46. Portions contain small print.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Child Abuse; *Child Neglect; *Federal Legislation; *Government Role; Hearings; *Prevention; Program Effectiveness

IDENTIFIERS- Congress 100th

This document presents witness testimony and prepared statements from the second of three hearings conducted as part of the reauthorization process for the Child Abuse Prevention and Treatment Act and the Family Violence Prevention and Services Act. In his opening statement, Representative Major Owens poses questions to be answered in the hearing. Jean Elder, assistant secretary, Office of Human Development Services, United States Department of Health and Human Services, provides an overview of her office's initiatives and programs that address the problem of child abuse and neglect and discusses proposals to reauthorize the Child Abuse Prevention and Treatment Act. Elder describes how her department administers the Act, focusing on four areas of activity: (1) the generation of knowledge and improvement of programs; (2) the collection, analysis, and dissemination of information; (3) the administration of a state grant program which provides funds to develop, strengthen, and carry out prevention and treatment programs; and (4) coordination of federal efforts to prevent child abuse and neglect, primarily through the Advisory Board on Child Abuse and Neglect. Questions by subcommittee members and answers by Elder and also by Dodie Livingston, commissioner, Administration for Children, Youth and Families; and Jane Burnley, associate commissioner, Children's Bureau are included. The minutes of the National Center for Child Abuse and Neglect Advisory Board meetings for November 1985 and June 1986 are provided. (NB)

ED 294 139   CS 009 108

Stahl, Steven A.; Miller, Patricia D.
The Language Experience Approach for Beginning Reading: A Quantitative Research Synthesis.
PUB DATE- 88
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Basal Reading; *Beginning Reading; Comparative Analysis; Grade 1; Kindergarten; *Language Experience Approach; Meta Analysis; Primary Education; Program Effectiveness; Program Evaluation; *Reading Achievement; Reading Instruction; Reading Programs; Reading Research

To examine the effects of the language experience approach (LEA) on beginning reading achievement, a study analyzed five projects conducted as part of the United States Office of Education first grade studies and 32 additional studies comparing basal reading approaches to LEA. Using two methods of quantitative synthesis (vote-counting and meta-analysis), analyses indicated that, overall, LEA approaches and basal reader approaches were approximately equal in their effects, with the following exceptions: (1) there were indications that LEA approaches may have been more effective in kindergarten than in first grade; (2) LEA approaches appeared to produce stronger effects on measures of word recognition than on measures of reading comprehension; and (3) more recent studies showed a trend toward stronger effects for the basal reading program relative to LEA methods. Findings suggest that Language Experience has an important function early in the process of learning to read, but that as the child's needs shift, LEA becomes less effective. (Four tables of data are included, and 74 references are appended.) (MM)

ED 294 153 CS 009 137

Tanner, Ron

Self-Involving Reading in a High-Tech Culture.

PUB DATE- Oct 87
NOTE- 12p.; Paper presented at the Midwest Writing Centers Conference (Minneapolis, MN, October 23-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Context; Higher Education; Instructional Innovation; *Reader Text Relationship; *Reading Difficulties; Reading Improvement; *Reading Instruction; Small Group Instruction; Teacher Influence; Technological Advancement; Television Viewing
IDENTIFIERS- Reader Expectations; Reading Motivation; *Reading to Learn Model

College students' troubles with reading are largely explained by commodity consciousness (materialism or the search for the fast fix) and contextual confusion (approaching a book as though it were television). The challenge for teachers of reading is to make it a human endeavor. For many students reading is an operation done to extract data from the page; it is not an experience. Approaching a book as if it were a television set, these students expect to be able to understand the contents exactly. Teachers encourage these attitudes by selling "right answers"--the one way to interpret a text. Though television seems the enemy of reading, it creates two things which teachers of reading should try to replicate for their students: a sense of identification and a sense of community. This can be done by encouraging students to listen and respond to the speaker in the text and by forming small autonomous discussion groups which are encouraged to come up with differing interpretations of the text. To encourage self-involving reading teachers must create a context which makes such involvement worthwhile, not just for grades but for social interaction and personal growth as well. (MHC)

ED 294 209 CS 211 194

Pounds, Wayne
The Shape of Social Rhetoric.
PUB DATE- Mar 88
NOTE- 29p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Communication Research; *Community; Discourse Analysis; Ethnography; Higher Education; Individualism; Marxism; Mass Media; Popular Culture; *Rhetoric; *Sociolinguistics; Sociology; *Speech Communication
IDENTIFIERS- Academic Discourse; Academic Discourse Communities; Academic Discourse Theory; Collaborative Learning; *Poststructuralism; Rhetorical Community; Rhetorical Strategies; *Society; Sociology of Science

The category of the social increasingly informs the way people think about rhetoric. The foregrounding of the social has a two-fold origin in an uneasy relationship between poststructuralism and sociolinguistics. Poststructuralism has provided a strong version of the hypothesis that language is determinative. Sociolinguistics has established that variations in language not merely reflect but actively express, and are constituted by, structured social differences. Together the poststructuralist and the sociolinguistic arguments renew an older emphasis on the social identified with Marxism. There are four dominant forms of an emerging social rhetoric produced by this three-fold set of origins: (1) ethnography; (2) sociology of science; (3) cultural studies; and (4) collaborative learning. While all these forms of social rhetoric move away from the limiting individualism of objectivist and expressionist rhetorics, the essential question that any critical reading will want to pose about these rhetorics is whether, despite the criticism of individualism they provide, the alternative possibility designated as community really comes into view. Collaborative learning and ethnography have contributed the least to filling the empty space of community, whereas sociolinguistics and mass-culture criticism best explain and describe the concept of community. What is really lacking within the academic community, however, is the will to engage with the social world. (Six notes and 43 references are appended.) (MS)

ED 294 265 CS 506 131

Walker, James R.
Time Out: The Viewing Experience and Reactions to the 1987 NFL Players' Strike.
PUB DATE- May 88
NOTE- 26p.; Paper presented at the Annual Meeting of the International Communication Association (38th, New Orleans, LA, May 29-June 2, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Athletics; *Audience Analysis; Broadcast Television; Mass Media Effects; News Media; Popular Culture; *Strikes; Television Research; *Television Viewing; Transactional Analysis; Union Members; *Unions
IDENTIFIERS- *Media Gratifications; *National Football League; Professional Sports

The 1987 NFL players' strike provided an opportunity to evaluate the importance of media gratification and viewing involvement in the development of audience reactions to a major sports labor conflict that produced gratification denial. Two groups of viewers of professional football--183 adult males in the Memphis, Tennessee area, interviewed by telephone, and 339 undergraduates at Memphis State University--responded to a questionnaire. Hierarchical regression analyses were used to evaluate the relative importance of general background, general foreground, media reference background, and media reference foreground variables in accounting for variations in viewer reactions to the strike. Results provide partial support for the application of the general transactional model to studies of sports and media. For both groups, media reference foreground variable blocks were significantly related to strike saliency and perceptions of future football viewing. However, general background and foreground variables, particularly race and support for labor unions, were more strongly related to support for the players or the owners--blacks and union supporters were more likely to support the players, while union opponents were more likely to support the owners. Greater degrees of gratifications sought and viewing involvement made viewers perceive both the strike and future viewing as consequential, but did not persuade them to choose one side over the other. (Eight notes four tables are included and 24 references are appended.) (Author/MS)

ED 294 293 CS 506 165

Aiex, Nola Kortner
New York City: Musically Speaking.
PUB DATE- Apr 85
NOTE- 16p.; Paper presented at the Annual Meeting of the American Culture Association (7th, Louisville, KY, April 3-7, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Audiodisks; *Musical Composition; Music Appreciation; *Popular Culture; Singing; *Songs; Urban Culture; Urban Environment
IDENTIFIERS- Lyrics; Music Composers; *New York (New York); *Popular Music; Rock Music

New York City as a subject has fascinated generations of artists, writers, and musicians. However, the glamorous image of the city has changed over the years, and in the 1960s, popular music, in particular, began to reflect a utopia/dystopia dichotomy in relation to New York. During the past twenty years, six popular singer-songwriters who have produced record albums destined for mass market consumption and specifically dealing with the concept of the city are (1) Laura Nyro--"New York Tendaberry" (1969); (2) Bruce Springsteen--"The Wild, the Innocent, and the E-Street Shuffle" (1973); (3) Neil Diamond--"Beautiful Noise" (1976); (4) Billy Joel--"52nd Street" (1978); (5) Joe Jackson--"Night and Day" (1982) and "Body and Soul" (1984); and (6) Bryan Ferry (Roxy Music)--"Avalon" (1982). Although the six musicians all project different visions of New York City, such is the city's diversity that each succeeding portrayal seems as valid as the previous one. Each artist uses the city in his or her own way, either as background or as foreground for particular preoccupations; some of them present realistic pictures of the city, while others go out of their way to avoid realism. The essential kernel of truth about New York City seems to be that it reflects the wishes and desires of those who inhabit or visit it, and that is all. (NKA)

ED 294 347 EC 202 515

Bodner, Joanne Records; And Others
State Graduation Policies and Program Practices Related to High School Special Education Programs: A National Study.
Kansas Univ., Lawrence. Dept. of Special Education.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Nov 87
NOTE- 64p.; A part of the National Study of High School Programs for Handicapped Youth in Transition project.
GRANT- G008530217
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Disabilities; *Educational Policy; Elementary Secondary Education; *Graduation Requirements; Individualized Education Programs; *Minimum Competency Testing;

National Surveys; *State Standards
IDENTIFIERS- *Differential Diplomas

The study surveyed the 50 states and the District of Columbia to identify current state policies that regulate graduation requirements and to determine how these policies have been applied to programs for high school special education students. Survey results produced four major findings: (1) all but three states have legislation or state board of education policies regulating minimum graduation units; (2) 36 states reported that they have raised academic unit requirements since 1975; (3) most of the states with increased unit requirements reported that these policies are still being phased in, thus indicating that their full implications for special education students are unknown; and (4) 30 states reported having a minimum competency program, 15 of which determined students' exit documents by their scores on a minimum competency test. Implications for special education students include the following: the emphasis on academic subjects stressed content which may not be relevant to some special education students; special education students who complete goals of the Individualized Education Plans (IEPs) may be differentiated from the norm group by a differential diploma or certificate. Such differential diplomas may preclude or negatively affect postsecondary education and employment opportunities. Recommendations for developing state level policies that balance the concerns of appropriate education and equal opportunity are presented. (DB)

ED 294 361 EC 202 530

Friend, Margaret; Becker, Judith E.
Differences in the Interpretation of Discrepant and Nondiscrepant Messages by Normal and Disturbed Children.
Florida Educational Research and Development Council, Inc., Sanibel.
PUB DATE- 86
NOTE- 58p.
AVAILABLE FROM- FERDC, P.O. Box 506, Sanibel, FL 33957 ($3.00 single copy, $10.00 subscription price for 4 issues).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Body Language; Communication Problems; *Comprehension; Discriminant Analysis; *Emotional Disturbances; Interpersonal Communication; *Nonverbal Learning; Research Methodology; Verbal Learning
IDENTIFIERS- *Discrepant Messages

The report examines research on differences in the interpretations of discrepant and nondiscrepant messages by normal and emotionally disturbed children and reports on a study in which tone of voice and verbal content were discrepant in their affective meaning. A review of the research on discrepant messages, their delivery, interpretation, and implications for the study of psychopathology is presented first. Then the methodologies used in these studies are described in relation to the comparability of findings. Also discussed are adult-child and normal-disturbed differences in the interpretation of affective meaning in consistent and discrepant messages. Two preliminary experiments validated the affective content of 29 sentences and of tone of voice respectively. Among results of the study comparing disturbed (N=34) and normal (N=34) 7- to 10-year-old children's interpretations of messages were: both groups rated discrepant messages as more angry than nondiscrepant messages; disturbed children were more likely to interpret messages primarily on the basis of verbal content; and disturbed children interpreted messages as happier than did normal children. (DB)

ED 294 054 CE 050 136

Reesman, Cilla J.
Issues for Active State Management of the JTPA Title III Grant: A Guide for State Planners and Managers.
CSR, Inc., Washington, D.C.; Westat, Inc., Rockville, MD.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- 28 Apr 86
NOTE- 122p.
CONTRACT- 99-5-224-61-019-01

LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Career Education; *Dislocated Workers; *Employment Programs; Federal Legislation; Federal Programs; *Grants; Grantsmanship; Guides; Job Training; *Program Administration; Resource Allocation; *Statewide Planning; *Technical Assistance; Unemployment
IDENTIFIERS- *Job Training Partnership Act 1982

This technical assistance guide presents the various options available to state planners and managers in considering five elements of active grant management. Each element is treated in a separate chapter. Chapter 1 addresses issues surrounding the setting of policies that ensure that Title III grants complement state agendas. Chapter 2 concerns major state options for allocating Title III dislocated worker funds within the state. Chapter 3 examines state options for defining Title III eligibility and the ramifications of these options. Chapter 4 explains the various means for securing required matching funds. In chapter 5, the focus is on the key elements of the grant application, screening, and selection process that have the greatest implications for Title III programs. Chapter 6 discusses methods that states may use to control program quality and outcomes. Focus shifts to the states' monitoring, technical assistance, and performance review functions. Appendixes include selected elements of Job Training Partnership Act (JTPA) Title III Dislocated Workers grant application materials and JTPA compliance review guide. (YLB)

ED 294 112 CG 020 778

Nutrition & Adolescent Pregnancy: A Selected Annotated Bibliography.

Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.; March of Dimes Birth Defects Foundation, Washington, D.C.; National Agricultural Library (DOA), Washington, D.C.

PUB DATE- 86
NOTE- 108p.
AVAILABLE FROM- National MCH Clearinghouse, 38th and R Streets, N.W., Washington, DC 20057.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; Annotated Bibliographies; Counseling Techniques; *Early Parenthood; Females; Infants; Instructional Materials; *Nutrition; *Parent Education; *Pregnancy; Prenatal Influences

This annotated bibliography on nutrition and adolescent pregnancy is intended to be a source of technical assistance for nurses, nutritionists, physicians, educators, social workers, and other personnel concerned with improving the health of teenage mothers and their babies. It is divided into two major sections. The first section lists selected articles and books to help providers develop or update their own knowledge base and skills. Subdivided into 15 topical areas, it includes physiological, psychosocial, and nutritional aspects of adolescent pregnancy, as well as assessment and counseling techniques and model service programs. Citations are primarily limited to peer-review journals and books published in North America, the majority of which were published between 1980 and 1985. Some earlier references are included for better understanding of recent literature or for their historical significance. The second section provides abstracts of educational materials that can be used by providers in educating and counseling pregnant adolescents. Cost and ordering information is provided for each entry. The materials are arranged in four categories: Teaching Tools for Nutritional Counseling, Self-Instructional Handouts, Posters and Films, and Curricula and Resource Manuals. Questionnaires and an evaluation tool are appended. (NB)

ED 294 125 CG 020 791

Wiltzius, Thomas J.
Displacement, Outplacement, or Inplacement? Options for Business and Industry.
PUB DATE- Mar 88
NOTE- 17p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Chicago, IL, March 20-23, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Counseling; Counseling Techniques; *Dislocated Workers; *Dismissal (Personnel); Job Placement; *Outplacement Services (Employment); *Personnel Policy
IDENTIFIERS- *Inplacement (Employment)

This report considers the differences among displacement, outplacement, and inplacement and looks at the risks, benefits, and costs of each. Displacement is defined as the termination of employment with little attention given to corporate or individual needs. Outplacement is defined as the pre-planned management of employee termination, addressing the specific needs of the employer and the resultant needs of the employee. Inplacement is seen as having almost all of the characteristics of outplacement, except that while the individual position is lost, employment is not. The goals of outplacement counseling are listed and techniques used to meet those goals are discussed. Individual sheets are provided which list the benefits, risks, and costs of displacement, outplacement, and inplacement. An outline of outplacement and the organization is given, elements of a termination outplacement plan are listed, and an outline of outplacement or inplacement and the individual is provided. Outplacement counseling stages are presented in outline form and outplacement ethical issues are given, followed by a set of questions related to ethical issues. External versus internal services of outplacement are given and adult career transition issues and career development barriers are identified. (NB)

ED 294 181 CS 211 163

Bordner, Marsha S., Ed.
Strategies in Composition: Ideas That Work in the Classroom.
Clark Technical Coll., Springfield, Ohio.

PUB DATE- 88
NOTE- 41p.; Project funded jointly by the Ohio Board of Regents, participating high schools, and Clark Technical College.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - General (020)
DESCRIPTORS- Creative Writing; *Educational Strategies; English Instruction; Higher Education; High Schools; Teaching Methods; *Writing (Composition); Writing Exercises; Writing Instruction; Writing Processes; Writing Skills
IDENTIFIERS- Writing Contexts; *Writing Strategies

This collection of essays by college and high school faculty represents a variety of practical approaches that can be used in composition classes. The essays and their authors are as follows (1) "Undercover Preparation" (Judy Anderson); (2) "Paragraph Development from Visualization: 'a paragraph ain't nothing but a sandwich!'" (Frances Noel Barber); (3) "A Pre-Writing Strategy" (Marsha S. Bordner); (4) "Preparing the Way to Writing an Argumentative-Persuasion Essay" (Ellen Carey); (5) "Today in History" (Janet Gabbard); (6) "The Obituary" (Terry Hartley); (7) "A Progressive Portfolio" (Cynthia Heitman); (8) "Graveyards Needn't be Grave--or, Writing Epitaphs for Writing Proficiency" (Nancy Hempstead); (9) "The Use of a Journal in Teaching College Physics" (Bob Henscheid); (10) "Teaching Grammar" (Cindy Herndon); (11) "Experiment in Free Writing" (Angie Holloway); (12) "Evolution of Evaluation and Me" (Mark Hopkins); (13) "The Conference Dilemma" (Margaret Howell); (14) "Writing an Article on a Sports Event" (Denny Lane); (15) "Conquering Trauma with Group Writing" (Kim Music); (16) "Using Small Group Collaboration to Assess Student Writing" (Steven Olson); (17) "Using Writing Groups in a Writing Lab" (Carmen Olszewski); (18) "Learning Writing Skills through the Family Genealogy" (Sarma Orlowski); (19) "The Fantastic Me--Front Page News" (Ann N. Pearson); (20) "A Strategy for Giving Final Exams to Developmental Students" (Jackie Reeb); (21) "Objective Evaluation of Papers" (Linda Schmitmeyer); (22) "Personality Games as Preparation for Character Analysis" (Margaret E. Tabor); (23) "A Weekly Paragraph Assignment" (Rob Umble); and (24) "Planning Sheets for Formal Papers" (Janette Yoder). Attached to some papers are sample teaching aids illustrating the techniques described. (MS)

ED 294 195 CS 211 179

Hirsch, Linda
Talking and Writing across the Curriculum: A Tutorial Model for Adult ESL Students in Content Courses.
PUB DATE- 88
NOTE- 35p.; Report prepared for City University of New York Retention Exemplary Model Project, 1986-87.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Students; *English (Second Language); Higher Education; Language Proficiency; Language Skills; *Nontraditional Students; Peer Teaching; Skill Development; Teaching Models; *Tutorial Programs; Tutoring; Tutors; *Writing Across the Curriculum
IDENTIFIERS- *City University of New York Hostos Community Coll; *CUNY Retention Exemplary Model Project

Focusing on English as a second language (ESL) students' cognitive difficulties in content courses, a study evaluated the Retention Exemplary Model Project for 1986-87 of Hostos Community College of the City University of New York. The project's goal was to help advanced and post-ESL students acquire the language and cognitive skills required to succeed in their course work through the use of weekly tutor-led groups concentrating on a particular content course. Seven graduate and undergraduate student tutors were selected on the basis of grades and writing abilities, and were given intensive and ongoing training. Participants--65 students registered in Advanced ESL and enrolled in one of three content courses targeted by the program (Concepts in Science I, Public Administration, and History of the Caribbean)--were divided into seven tutorial groups. During the group sessions, students were given opportunities for expressive, exploratory talk and writing. Specific sessions elicited student paraphrasing of course concepts, the use of learning logs, tutor- or pupil-generated writing assignments, reading aloud of student papers, and group discussion. Project effectiveness was evaluated using pre- and post-test student questionnaires, faculty questionnaires, and student grades. Results indicated that the Exemplary Model assisted adult advanced ESL students in English-language content courses in improving their comprehension of course material. (A bibliography of tutor training materials, a collection of tutor-generated materials, and 11 references are appended.) (MM)

ED 294 223 CS 211 208

Amor, David L.
State/Media Relations in Developing Nations: The Case of the Republic of Kenya.

PUB DATE- Jul 88
NOTE- 60p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Developing Nations; Foreign Countries; Government (Administrative Body); *Government Role; Group Dynamics; Journalism; *Mass Media; Political Power; Press Opinion; Propaganda; *Social Class
IDENTIFIERS- Critical Analysis; Foreign News; Historical Background; *Kenya; Media Government Relationship; *Media Role; Press Role

Using as an example the relations between the state and the mass media in Kenya in the 1960s and 1970s, this paper asserts that in regard to state/media relations, a theoretical middle course exists between the two most common perspectives, the structuralist-functionalists/chroniclers of history and the Marxists. The paper claims that this middle course illuminates variations in the character of state interventions with respect to the mass media, variations both over time and among institutions. The paper proposes that (1) it is the state's relations with "all" the major classes in a particular social formation and the particular configuration of those classes that determine the state's interests in controlling the media, not simply its relation to a dominant or ruling class; and (2) both the class character of the persons/organizations originating mass-mediated messages and the class character of their intended audiences independently contribute to determining the degree of severity of state interventions. The paper sets forth the outlines of a theoretical argument grounding these propositions, identifies a series of specific hypotheses, and tests them against the evidence of the aforementioned particular case, Kenya. The paper finds that the described patterns of state/media relations offer general support for the specific expectations suggested by the theoretical framework, although they by no means provide an unambiguous confirmation. One hundred and one notes are included, and 48 references are appended. (MS)

ED 294 279 CS 506 146

Moore, Marcia C.

Liberal Arts and the Communication and Aging Course: Infusing a Tradition with an 'Old/New' Twist.

PUB DATE- Nov 87
NOTE- 7p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Aging (Individuals); *Aging Education; *Communication (Thought Transfer); *Course Content; *Curriculum Development; Higher Education; Intergroup Relations; Liberal Arts; Mass Media Effects; Older Adults
IDENTIFIERS- *Intergenerational Learning; Life Span

In light of the fact that the number of people in their later years is increasing faster than any other age group, each generation must confront its aging and ask, collectively and individually, why, how, and when. The liberal arts curriculum should include a course examining the omnipresent process of aging and its relationship to communication. Gerontology and observation of and interaction with people of older generations can all provide valuable knowledge and sources to include in a course on aging and communication. Courses in sociology, psychology, anthropology, interpersonal communication, mass media, and group interaction and discussion may all serve as useful prerequisites for the student of communication and aging. Important topics to be covered in a communication and aging course include: (1) development throughout the life cycle; (2) the aging process and communicative interaction (intrapersonal and interpersonal); (3) communication across and between age levels; (4) mass media and the aging; and (5) communication specialists in aging-related organizations and settings. Also, an important supplement for the course is experiential activities that will help integrate theory with practical knowledge and experience, such as intergenerational outreach projects. (Seven references are appended.) (MS)

ED 294 096 CG 020 762

Patrias, Karen; And Others
Differential Diagnosis of Alzheimer's and Other Dementing Diseases. January 1983 through June 1987. National Library of Medicine Literature Search No. 87-6.

National Library of Medicine (DHHS/NIH), Bethesda, Md.
PUB DATE- 87
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Clinical Diagnosis; *Diseases; *Mental Disorders; *Psychosis
IDENTIFIERS- *Alzheimers Disease

This bibliography containing 713 citations focuses on the differential diagnosis of Alzheimer's disease and other diseases involving dementia. Coverage is from January 1983 through June 1987. A short review of the impact of Alzheimer's and other mental diseases opens the document which is divided into four sections: reviews, general discussion of differential diagnosis, methods of diagnosis, and specific diseases. The methods of diagnosis section is divided into these subcategories: cerebral blood flow measures, dexamethasone suppression test, eletrophysiological indices, imaging techniques, language evaluation, neurological tests, neuropsychological tests, rating scales, and miscellaneous tests. The section on diseases involving dementia is divided into these subcategories: Acquired Immune Deficiency Syndrome, alcoholism, Alzheimer's disease, cerebropathies, cerebrovascular disorders, Down's Syndrome, Huntington's Disease, Jakob-Creutzfeldt Syndrome, neoplasia, Parkinson Disease, pseudodementia, and miscellaneous. Citations are primarily from the National Library of Medicine's MEDLINE database. The search strategy is included. (ABL)

ED 294 167 CS 009 157

Spelling for Reading and Writing: Guidelines and Activities.
Memphis City School System, Tenn.

PUB DATE- Sep 87
NOTE- 107p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Assisted Instruction; Computer Software; Elementary Education; Integrated Activities; Language Arts; Program Guides; Skill Development; *Spelling; *Spelling Instruction; Teaching Methods; Writing Skills
IDENTIFIERS- Memphis City Schools TN; Spelling and Writing Patterns; Spelling Patterns

Based on research that views students' spelling ability as a result of "over-learning" words, this guide presents techniques and procedures for designing a spelling program integrated with reading and writing. Following an introduction, the first section presents answers to 12 commonly asked questions about spelling, and offers recommendations for a spelling program based on spelling research. In the second section a set of criteria for word selection is outlined, followed by a suggested five-day implementation plan to improve spelling proficiency. Other sections outline methods for mastering spelling words, including the Test/Study/Test technique and proofreading. Sections on individualization, remedial assistance, and evaluation illustrate how these aspects are incorporated into the spelling program. The final section provides suggestions for activities in the following areas: visual, auditory, kinesthetic, writing, dictionary and word meanings, newspapers, and computers. Appendixes consist of: (1) grade 1 pretest format; (2) grade 2 pretest format; (3) grade 3-6 pretest format; (4) sample letter to parents; (5) challenge words sheet; (6) growth chart; (7) challenger certificate; and (8) spelling rules. Grade level lists and a cumulative word list are also appended and seven references are included. (MM)

ED 294 237 CS 211 224

Rising, Suzanne
"American Way's" Flight Pattern: A Profile of American Airline's In-Flight Magazine.
PUB DATE- Jul 88
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Advertising; *Content Analysis; Journalism; *Periodicals; Recreational Reading
IDENTIFIERS- Airlines; American Airlines; *American Way (Magazine); Audience Awareness; *In Flight Magazines; Journalism Research; Readership Analysis

The success of "American Way," American Airline's in-flight magazine, comes from three major factors: the success of American Airlines itself, the high advertising revenue of the magazine, and the quality editorial material produced. Beginning in 1966, "American Way" has evolved from a brochure of flight information and travel tips to a profitable magazine with respected editorial content. Although in its early stages "American Way" counted on American Airlines for financial support, it has since become a profit-building publication, attracting advertisers of all kinds. In addition to advertising power, "American Way" speaks to an educated, affluent audience by showcasing quality work and professional design. Contributors to the magazine have included Isaac Asimov, James Beard, Norman Cousins, Richard Burton, Hugh Downs, Gloria Steinem, and James A. Michener. Of the 18 U.S. in-flight magazines, "American Way" stands alone with its quality editorial content, design, and readership, exceeding the profits of some of the most prestigious consumer magazines. (Two tables of data are included, and two pages of footnotes and 24 references are appended.) (MM)

ED 294 307 EA 019 978

Uniform Budget Manual, North Carolina Public Schools.
North Carolina State Board of Education, Raleigh.
PUB DATE- Mar 87
NOTE- 62p.; Some tables contain small, faint, or broken print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Budgets; Compliance (Legal); Educational Finance; Elementary Secondary Education; Federal Aid; Public Schools; Records (Forms); *School Accounting; School Districts; *School District Spending; School Funds; *State School District Relationship; *State Standards
IDENTIFIERS- *North Carolina

This manual has been compiled for use in the preparation and administration by North Carolina school districts of the standard budget format and budget resolution. A budget is a financial operating plan consisting of estimates of the proposed expenditures for a given period of time and the anticipated revenues that will finance the expenditures. It is designed to be a planning tool to be used by management to direct the school programs toward their desired goals and objectives. A schedule lists the tasks to be performed and the date each is required to be completed. Following this are the allowable expenditures within the various funds of the budget and instructions for proper allocation. Additional sections cover submission of the budget proposal, adoption of budget resolution, and administration of budget resolution. Appendices provide instructions and a 10-page sample budget illustrates the standard budget format. (MLF)

ED 294 321 EA 020 019

Reddick, Thomas L.; Peach, Larry E.

A Study of Methods of School-Community Communications Based on Responses of Parents of School Children in Middle Tennessee.

PUB DATE- Nov 87

NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (16th, Mobile, AL, November 11-13, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Elementary Secondary Education; *Organizational Communication; Parent Attitudes; *Parent School Relationship; Parent Teacher Conferences; Parent Teacher Cooperation; Public Opinion; *Public Relations; *School Community Relationship; School Surveys

IDENTIFIERS- *Tennessee

Communication is crucial to a good school-community relationship. In Middle Tennessee, parents in 52 schools and 20 school systems were surveyed to determine how they received school information and how they would prefer to receive the information. Previous research suggests that schools can develop a reputation of candor and dependability through good public relations; teachers and their communication with parents significantly affect public opinion regarding the school; the influence of practitioners in school-community relations relies on their personality as well as on their knowledge; and means of school-parent communication may include parent conferences, letters, open house, and parent assistance with special activities. The results of the survey show that the parents' chief means of receiving school information were through the students, the students' report cards, phone calls or notes, personal visits to the school, and the school open house. Parents reported that they would rather receive school information through their children, their children's report cards, phone calls or notes, personal visits to the school, and parent-teacher conferences. According to the survey, parents generally receive school information through the means they prefer. Three tables, 9 references, and 19 reference notes are included. (RG)

ED 293 984 CE 049 557

Moore, Barbara McGregor
Direct Instruction and Affective Learning in Career Education.
PUB DATE- Apr 88
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Affective Objectives; Attitude Change; *Career Education; *Cognitive Ability; Comparative Analysis; *Continuation Students; Educational Research; High Schools; *Humanistic Education; *Performance Contracts; Postsecondary Education; Work Attitudes
IDENTIFIERS- *Direct Instruction

A study investigated the effects of two different aspects of career education: cognitive and affective instruction. First, two cognitive teaching methods--direct instruction and individual contracting--were examined. Second, the influence of affective instruction was evaluated. Subjects were 138 students at a continuation high school in Southern California who ranged in age from 16 to 20. Students were divided into four treatment groups: affective and direct instruction, direct instruction only, affective instruction and independent contracts, and independent contracts only. Student scores on assessments of career knowledge and attitudes were analyzed before and after treatment. Data analysis revealed no significant differences between any groups on either pretest measure, but significant posttest differences were found between instructional methods and affective learning groups. Results indicated that both direct instruction and affective instruction were effective in increasing knowledge and in improving attitudes. Each treatment was significant by itself. The effects of direct cognitive instruction were significant regardless of affective instruction, and the effects of affective instruction were significant regardless of direct or contract experience. (YLB)

ED 293 999   CE 049 897

Scribner, Sylvia
Head and Hand: An Action Approach to Thinking. Occasional Paper No. 3.
National Center on Education and Employment, New York, NY.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 88
NOTE- 20p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Arlington, VA, April 11, 1987).
GRANT- G008690008
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Cognitive Style; Experiential Learning; Learning Modalities; *Learning Processes; *Learning Strategies; Learning Theories; *Nonverbal Learning; Task Analysis; Work Experience

Much research has focused on cognitive skills in isolation from daily life and from action. However, memory and thinking in daily life are not separate from, but are part of, doing. This study is based on a theoretical framework that encompasses an integrated account of mind in action. This "activity theory" holds that neither mind as such nor behavior as such can be taken as the principal category of analysis in psychology. The starting point and primary object of analysis is the actual process of interaction in which humans engage the world and each other. This study used observation of assemblers carrying out their jobs of filling milk cases in a dairy plant under normal working conditions. Descriptions resulting from these observations enabled the creation of job simulations to observe performance under more constrained conditions. The observation of workers and later of secondary school students in simulated situations showed that the workers acquired nonliteral least-physical-effort strategies simply through doing. Many reached optimal performance without teaching. The study found that in some circumstances, the operations of the hand are functionally equivalent--the head takes over for the hand. The study suggests that practical thinking is orderly, that it exhibits certain common characteristics in a variety of life activities, and that it is amenable to scientific understanding. (KC)

ED 294 012   CE 050 039

Mansell, Jack; And Others
The Key Technologies. Some Implications for Education and Training. An Occasional Paper.
Engineering Council, London (England).; Further Education Unit, London (England).
REPORT NO.- ISBN-1-85338-045-8
PUB DATE- Feb 88
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; *Educational Change; *Emerging Occupations; Foreign Countries; Postsecondary Education; *Program Evaluation; Program Improvement; Secondary Education; *Technological Advancement; *Vocational Education
IDENTIFIERS- *United Kingdom

National competitiveness depends in large part on the practical application of technologies. Educational planners must, therefore, identify key (newly emerging) topics in science and engineering that are likely to have a major evolutionary effect on industry and incorporate these areas into existing vocational and technical curricula. Because industry adopts new techniques faster than the education system, educational institutions working to prepare students for an uncertain future must teach them fundamental principles, including design, that underpin the development of specialist expertise as well as economic awareness and associated management and business skills. A regular review of technology-based curricula is necessary to ensure that course content and teaching methods are up to date. Each educational institution should, in consultation with its industrial and commercial partners, identify which changing technologies should be incorporated into vocational curricula. Emphasis should be placed on practical examples and on the development of economic awareness in all areas of the curriculum. The key technologies concept is intended to call attention to attitudes toward technology rather than to provide a shopping list" of new technologies. (Appendixes contain discussions of the United Kingdom's import problem, the problem-solving approach, and robotics and advanced manufacturing technology as a practical example of the teaching of a key technology. (MN)

ED 294 025 CE 050 064

Stehno, Joe
Learning To Lead: An Annotated Bibliography.
PUB DATE- 88
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Administrator Education; *Experiential Learning; Inservice Education; *Leadership Training; *Management Development; *Outdoor Education; Postsecondary Education; Professional Continuing Education; *Professional Development; Program Descriptions

This annotated bibliography reviews some of the leadership development training programs currently being offered to business, industry, and educational personnel. Section 1 focuses on programs for corporate personnel. Section 2 reviews both preparatory and continuing professional education programs for top college and university administrators. Section 3 provides a brief sample of outdoor experiential programs, and the fourth section offers some final discussion and criticism on this subject. Programs are listed in alphabetical order, with an unannotated listing of additional programs at the end of each section. The focus of this bibliography is on open enrollment programs available to the general public; "in-house" programs are not included. Information was obtained from brochures and flyers published by the training programs and from research studies, which are listed at the end of each annotation. (KC)

ED 294 040 CE 050 093

Rodenstein, Judith
Selecting and Evaluating Software for Vocational Education.
Wisconsin Univ., Madison. Vocational Studies Center.

PUB DATE- 87
NOTE- 208p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software Reviews; *Courseware; Guides; *Instructional Material Evaluation; *Media Selection; *Vocational Education

This handbook is intended to guide the vocational educator through the task of selecting and evaluating software for the vocational curriculum. Section 1 focuses on computer-based education. Chapter 1 defines computer-based education and the hardware and software required when the computer is used as an educational delivery system. Chapter 2 discusses strategies to integrate computer-based education into the vocational education curriculum. Section 2 describes the tasks to complete when establishing policies and procedures to evaluate and select software. Chapters 3-9 address these seven tasks: defining quality in software, planning, locating software, identifying and obtaining software to fit instructional needs, evaluating software, recommending a software purchase, and organizing software for easy access. Appendixes contain the names and addresses of such national resources as clearinghouses and information centers, state and locally funded agencies, software publishers and suppliers, publications on microcomputers and high technology, and magazines, journals, and periodicals that contain general information about microcomputers and software reviews. Sample evaluation forms are also appended. (YLB)

ED 294 067 CG 020 733

Bartone, Paul T.; And Others
The Impact of a Military Air Disaster on the Health of Family Assistance Workers.
PUB DATE- Aug 87
NOTE- 27p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987). For related document, see CG 020 734.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Death; Emotional Adjustment; *Grief; *Health; *Helping Relationship; Military Personnel; Personality Traits; Social Support Groups; *Stress Variables; *Well Being; *Work Environment

On December 12, 1985, a charter airline carrying 248 United States soldiers crashed and burned after a refueling stop in Gander, Newfoundland, killing all on board. After the crash, family assistance workers were appointed to help the surviving family members of each dead soldier. This study attempted to: (1) identify the major areas of stress for disaster family assistance workers; (2) examine the relation between exposure to these stressors and health; and (3) locate risk factors, or resistance resources that might moderate ill effects of exposure. A survey instrument assessed duration and intensity of family helping activities, illness indicators, psychiatric symptoms, psychological well-being, and social and personality variables at 6 months after the crash and again at the 1-year point for 131 family assistance officers. The results indicated a dose-response effect between exposure measured at Time 1 and illness levels at Time 2, an increase in symptoms, and a change in psychological well-being over time. Social support was a moderator of the exposure-symptoms relation, and both social support and personality hardiness were moderators with respect to Time 2 illness and change in psychological well-being. Other evidence suggests that prior experience with death and grief, and having volunteered for the family helper role also reduced the risk of developing ill effects. (Author/NB)

ED 294 140 CS 009 113

Shepard, Charlene R.; Reynolds, Ralph E.
Conceptual versus Perceptual Text Processing Strategies: Differences between Good and Poor Readers.
PUB DATE- Apr 88
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Decoding (Reading); High Schools; *Reader Text Relationship; Reading Comprehension; *Reading Processes; Reading Research; Reading Skills; Recall (Psychology); Retention (Psychology); Visual Stimuli; Word Recognition
IDENTIFIERS- *Conceptual Attention; *Perceptual Attention; Selective Attention; Text Processing (Reading)

Investigating the selective attention strategy, a study examined the type of attention allocated to important information by good and poor readers. Also tested was the methodological validity of using a conceptual (word recognition) perceptual (tachistoscopic word flash) task as a means of investigating the types of information processing that may occur during reading. Based on the Nelson-Denny Reading Test, Scholastic Achievement Test scores, and teacher rating, subjects--75 tenth grade students--were assigned to average or below average reading ability groups. In the first of two experiments, 43 students read an experimental passage and were then given a perceptual identification task to perform on selected words from the story. In the second experiment, 32 different students read the same passage and were given a conceptual recognition task to perform on the same list of words. Before reading the passage, each subject was assigned the perspective of either a home buyer or a burglar, and told to rate the relative importance of each story segment according to their perspective. Results indicated that both good and poor readers spent more time on text items that were important to their assigned perspective than on unimportant items. Poor readers consistently outperformed good readers on the perceptual identification task, and good readers outperformed poor readers on the conceptual identification task. These results supported the hypothesis that good readers outperform poor readers on selective attention tasks primarily because they employ a greater degree of conceptual attention. (Four tables of data are included, and 20 references are appended.) (MM)

ED 294 154 CS 009 138

Mikkelsen, Nina; Mikkelsen, Vincent
Beyond the ABC: Toward a Rhetoric of Children's Literature and Reading.
PUB DATE- Jul 87
NOTE- 19p.; Paper presented at the Annual Meeting of the United Kingdom International Reading Association (Cramond, Edinburgh, Scotland, July 27-31, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Childrens Literature; Competence; Elementary Education; *Picture Books; *Reader Text Relationship; *Reading Instruction; Reading Processes; Reading Research; *Reading Strategies; *Story Reading; Teaching Methods
IDENTIFIERS- Fairy Tales; *Interactive Reading; Text Factors

Sixteen experienced teachers of reading, from a large, northeastern, American university, were asked how, in their elementary classrooms, they would approach the story of Cinderella. This was done in an attempt to find out what conception teachers might have about the way texts could themselves teach children to negotiate meaning, how teachers saw their role in the child's reading process, and finally if their concept of reading could be used to formulate theories about how children's literature and reading were related. Teachers viewed their role in the reading process as a very directive one. They did not seem to have any conception that the text might have built-in ways for developing narrative competence or that allowing children to respond freely to text could build competence in reading. The responses of two particular children, Ross, 8, and Charlotte, 7, to Errol Le Cain's illustrated version of Perrault's "Cinderella" are described in detail and it is concluded that, by observing how children use a text, it is possible to learn how the text itself can teach (and how pictures can also teach text). The results of listening to children read and discuss a story reveal that literature can itself elicit and sustain the child's interaction, and this process can occur in the classroom, provided that children are given a chance to read as authors teach. (Four references are appended.) (MS)

ED 294 251 CS 506 089

Neumann, David S.
Imaging and Creativity: Creating and Reacting to Sense Data.
PUB DATE- Nov 87
NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cognitive Processes; *Creativity; Creativity Research; *Imagery; Language; Speech Communication
IDENTIFIERS- *Imaging; *Intrapersonal Communication; Mental Imagery

To gain a greater understanding of both imagery and creativity, either separately or as interacting processes, several areas must be addressed from an intrapersonal communication perspective: definitions of creativity, imagery, and imaging; the relationship between creativity and imagery; and language and imagery in creativity. A useful working definition of creativity might be: creativity is the manipulation of actual perceived or synthesized sense data to form new relationships that have meaning to an environment. Mental imagery can provide for the creation of sense data. The similarities between these two terms lead many sources to accept and promote the relationship between creativity and the ability to image. The interaction of verbal communication and imagery is a necessity for higher creative abilities. Mental imagery can be taught and learned, allowing people to expand their creative abilities. (Forty-five references are appended.) (MS)

ED 294 294 EA 019 769

Nigro, Kirk A.
Improving the Teaching of Science: An Overview of Recent Research.
PUB DATE- Nov 87
NOTE- 15p.; Paper presented at the Annual Meeting of the National Science Teachers Association (Pittsburgh, PA, November 5-7, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Organization; Classroom Techniques; *Educational Environment; *Expectation; Instructional Leadership; *School Effectiveness; *Science Education; Secondary Education; Student Attitudes; *Teacher Effectiveness
IDENTIFIERS- *Effective Schools Research

From observation-based effective schools research, five essential correlates have been identified: (1) purpose; (2) measurement; (3) leadership; (4) expectations; and (5) climate. This paper briefly describes all correlates and then focuses on climate and expectations as applied to improving science instruction. Although climate originally referred to the physical comforts of a school or classroom, it came to denote the psychological environment--an environment conducive to learning. This concept can be further expanded by adding a planning dimension, including organization and management. Organization refers to things a teacher does (curriculum planning, activities, and strategies) before students are present. Management refers to things a teacher does (teaching and explaining and justifying classroom rules) after students have arrived. Both phases are essential and complementary. Hints are provided to ensure that classroom activities are satisfying and move along at a brisk pace. Sound instructional objectives and high teacher expectations are very important in science classes. Teachers must be careful not to discourage female students from pursuing an interest in science. There is a high correlation between attitudes and achievement. Teachers should be concerned about students' misconceptions about scientific concepts and their attitudes toward science. The best hope for encouraging students to consider science careers is to make their classes interesting, challenging, and meaningful. Proper classroom management techniques get students off to a good start. Included are 15 references. (MLH)

ED 294 334 EC 202 501

Atkins, Kathleen R.; And Others

A Comprehensive Analysis of Mississippi Public School Educational Programs for School Age Children and Youth with Severe Handicaps.

PUB DATE- Oct 87
NOTE- 25p.; Paper presented at the Annual Conference of the Association for the Severely Handicapped (14th, Chicago, IL, October 29-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Practices; Elementary Secondary Education; Normalization (Handicapped); *Parent Attitudes; *Program Evaluation; *Public Schools; Pupil Personnel Services; *Severe Disabilities; Social Integration; *Special Education; *Surveys; Transitional Programs
IDENTIFIERS- *Mississippi

A comprehensive analysis was conducted of existing public education programs in the State of Mississippi for school-age children and youth with severe handicaps. Specifically, the investigation focused on a discrepancy analysis of public school service systems for the target population in relation to eight identified educational practices common to model programs implemented nationwide: (1) home-school partnership; (2) chronologically age appropriate placement in public schools; (3) delivery of related services in integrated settings; (4) social integration; (5) transition preparation; (6) curricular expectations; (7) systematic data-based instruction; and (8) systematic program evaluation. A total of 65 of the 154 school districts in Mississippi were identified as serving five or more students with severe handicaps and 38 of these agreed to participate in the study. Interviews conducted with 124 special and regular education teachers and administrators and with 25 related service providers indicated discrepancies between current practice and the value placed on the exemplary practices examined, especially in the areas of social integration, transition preparation, and systematic program evaluation. Parents of 78 severely handicapped students were interviewed by telephone. Sixty-one percent were satisfied with their child's current educational program. (VW)

ED 294 362 EC 202 531

Calhoun, Mary Lynne; Rose, Terry L.
Social Reciprocity: Early Intervention Emphasis for Young Children with Severe/Profound Handicaps. Working Paper #1. Charlotte Circle Project.
North Carolina Univ., Charlotte.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 87
NOTE- 19p.; Prepared by the Department of Curriculum and Instruction. The project was a joint effort with St. Mark's Center.
GRANT- G008530079
AVAILABLE FROM- Dr. Mary Lynne Calhoun, Department of Curriculum and Instruction, University of North Carolina-Charlotte, Charlotte, NC 28223.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attachment Behavior; Curriculum Development; *Interpersonal Competence; *Parent Child Relationship; Preschool Education; *Severe Disabilities; *Social Development; Young Children

The paper describes the rationale behind the Charlotte Circle Project, a program which is developing and implementing a social reciprocity curriculum for very young severely handicapped children and their parents. The normalization principle suggests that interventions be age appropriate and functional. For children younger than 3 years an age appropriate and functional intervention program would emphasize social reciprocity recognizing the fact that parent-child interactions are often interrupted and distorted because of such child characteristics as nonresponsiveness, inability to "take in," to feel comfort, atypical motor responses, and atypical daily living needs. The curriculum stresses the need of parents to feel competent about handling the young child, to feel effective in meeting the child's needs, to observe positive changes in return for their caregiving; and the need of the child to sustain the caregiver's attention, to communicate needs, and to develop satisfying relationships. The project's implementation strategies include an early intervention model that is both home-based and center-based and the establishment of individualized social reciprocity goals for both parent and child. (DB)

ED 294 055 CE 050 138

Assessment of Adult and Youth Performance Standards under the Job Training Partnership Act. Research Report Series.
National Governors' Association, Washington, D.C.

SPONS. AGENCY- National Commission for Employment Policy (DOL), Washington, D.C.
REPORT NO.- RR-85-13
PUB DATE- Nov 85
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Career Education; Economically Disadvantaged; *Employment Programs; *Evaluation Criteria; Federal Legislation; *Federal Programs; Job Placement; Job Training; Performance; *Program Effectiveness; *Program Evaluation; Secondary Education; Youth Programs
IDENTIFIERS- *Job Training Partnership Act 1982

The status of performance standards used in the Job Training Partnership Act (JTPA) Title II-A and Title III programs was assessed in April and May 1985. Survey responses were received from 49 states. Forty states reported plans to use the Employment and Training Administration adjustment methodology to establish local performance standards. Of the 40 states that use the methodolcgy to establish service delivery area (SDA) standards, 36 found its ability to be applied objectively to SDAs to be a strength. States who used it felt the lack of uniform data definitions was the greatest cause for concern. The proportion of 6 percent funds used for incentive awards remained stable or increased and ranged from 0 to 100 percent. The most common type of eligibility criterion for an incentive award was the requirement that a particular number of standards be met or exceeded. Eighty-five percent of the states had a reporting system for the attainment of youth employment competencies. Sixty percent of the SDAs had youth employment competency systems actively serving youth. Preemployment competencies were the most common categories of competencies offered, with work maturity a close second. Eighty percent of the states reported they would have operational follow-up systems in place by the beginning of program year 1986. (YLB)

ED 294 082 CG 020 748

A Generation in Jeopardy: Children and AIDS. A Report of the Select Committee on Children, Youth, and Families. U.S. House of Representatives, One Hundredth Congress, First Session (December 1987).

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 88

NOTE- 184p.; Portions contain small print.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - General (140)

DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Adolescents; *Children; Federal Programs; High Risk Persons; Incidence; *Infants; Medical Services; Prevention; Racial Differences

IDENTIFIERS- Congress 100th

This document presents a Congressional report on the topic of children and Acquired Immune Deficiency Syndrome (AIDS). These topics are addressed: (1) dramatic increases in AIDS among infants and young children; (2) differences in pediatric AIDS and AIDS among adults; (3) minority children's disproportional rate of infection with AIDS; (4) scarcity of care for children with AIDS; (5) new efforts to support AIDS services for children; (6) enormous and escalating costs of caring for children with AIDS; (7) risk of AIDS in adolescents due to sexual activity; (8) the greater risk of AIDS for minority adolescents; (9) hemophilia-related AIDS in adolescents; (10) drug abuse, AIDS, and adolescents; (11) care for adolescents with AIDS; (12) prevention strategies for adolescents; (13) legal and ethical considerations concerning AIDS and children and adolescents; and (14) the federal effort in prevention and treatment of AIDS. Appendices include a list of 84 references, Centers for Disease Control guidelines, and a resource listing. Additional views of members of the Select Committee on Children, Youth, and Families as well as dissenting minority views are included. (ABL)

ED 294 126   CG 020 792

Liebig, Phoebe S.
The Retirement Equity Act, Survivor Benefits Protections, and Public Employee Retirement Systems.
PUB DATE- Nov 87
NOTE- 27p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (40th, Washington, DC, November 18-22, 1987).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Death; Divorce; Federal Legislation; *Government Employees; Local Government; *Retirement Benefits; *Spouses; State Government; *State Programs; Teachers

The Retirement Equity Act (REA) sets out requirements for joint and survivor annuity coverage for married individuals who participate in federally regulated retirement plans. REA-mandated provisions do not apply to state and local government retirement systems. Because state and local government employees constitute a significant part of the work force, it is important to determine the extent to which their retirement plans provide survivor benefit protections. A survey was conducted of all state administered retirement systems (SARS), covering teachers, other school employees, or state and local government employees. Only Maine did not provide information. Data from 75 SARS were analyzed for joint and survivor benefits, spousal rights, types of beneficiaries, special circumstances affecting benefit receipt, special death benefits, and life insurance and health benefits. The results revealed that only six SARS adhered to the REA requirement that a joint and survivor benefit be provided automatically to the spouse, unless specifically waived; 17 SARS specified at least a 1-year marriage requirement for receipt of a joint and survivor option; 6 SARS required a minimum age as eligibility for receipt of a spousal benefit; 17 SARS withdrew the joint and survivor benefit if the surviving spouse remarried; and 8 SARS specified protections for divorced spouses. State retirement systems on the leading edge in providing and protecting broad survivor benefit packages should be emulated by other states. (NB)

ED 294 210 CS 211 195

Meerson, Mary Lou

Integrating the Language Arts: Alternatives and Strategies Using Trade Books as Models for Student Writing.

PUB DATE- May 88

NOTE- 8p.; Paper presented at the Annual Meeting of the International Reading Association (33rd, Toronto, Canada, May 1-6, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Childrens Literature; Content Area Writing; Language Arts; Literary Devices; Literature Appreciation; Models; *Reading Writing Relationship; Teaching Methods; Writing Improvement; *Writing Instruction

IDENTIFIERS- Beginning Writing; *Trade Books; Writing Tasks; *Writing through Literature Instruction

Although teachers are often told to use literature as models for students' writing, they are rarely provided with specific suggestions on how, when, and why to use literature, or trade books, in their curriculum. Yet there are many situations in which the use of literature can be helpful to the novice writer. With pre-kindergarten or kindergarten children, teachers can help students build schema by writing books themselves. This type of schema building continues at all levels, and is assisted by books about books, such as "Harold and the Purple Crayon" and "Simon's Book." The technique of "copy change," using a story as the basis for writing a similar story, helps children develop their personal voice, and can be used at any level. For older students who are less confident of their writing ability, books such as "How To Write Secret Codes" and "How To Draw Cartoons" are effective in easing their anxiety by providing "how to" practice. Other suggestions for employing literature as a model for student writing include using trade books to teach literary devices ("The Diary of Anne Frank" for diaries, and "Science Experiments You Can Eat" for content area writing), and writing book extensions (prologues or epilogues for books, new stories for well-known characters, or changing the setting of a story). (An annotated bibliography of trade books is appended.) (MM)

ED 294 266 CS 506 132

Stiff, James B.; And Others
Empathy, Communication, and Prosocial Behavior.
PUB DATE- Nov 87
NOTE- 41p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Affective Behavior; *Altruism; Communication Research; *Egocentrism; Emotional Response; Perspective Taking; *Prosocial Behavior; Social Attitudes; Speech Communication

IDENTIFIERS- Communication Behavior

To explain the role of empathy in forms of prosocial behavior, two studies were conducted to examine the relationships among different dimensions of empathy, communication, and prosocial behavior. Study one tested three models hypothesized to explain this process, an altruistic model, an egoistic model, and a dual-process model combining aspects of both motivational processes. Subjects, 171 students enrolled in introductory communication courses, were given empathy and communicative responsiveness measures, and were asked to respond to a video presentation soliciting volunteer assistance for a cancer aid program. Results indicated support for altruism as a motivator of prosocial behavior and suggest that the egoism and dual-process models are unlikely explanations. Study two sought additional support for the altruism model, and differed from the first study only in substituting a measure of comforting behavior for volunteering. Students were asked to list the things they would say to comfort a distressed friend. The second study fully replicated the findings of the first study. Together, these findings suggest that prosocial behavior is primarily motivated by concern for others, that emotional reactions to the perceived distress of others are preceded by a concern for others, and that an altruistic interpretation of prosocial behavior should be used to reformulate the egoistic model. A 45-item reference list and various data tables are included. (JG)

ED 294 280 CS 506 148

Sanders, Wayne

Freedom of Expression and Government Employees: A Traditional Point of View.

PUB DATE- Apr 88
NOTE- 31p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Memphis, TN, April 8-10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Civil Liberties; Court Judges; Court Litigation; Courts; Employer Employee Relationship; Freedom of Information; *Freedom of Speech; *Government Employees; Government Role
IDENTIFIERS- Connick v Myers; First Amendment; Fourteenth Amendment; Judicial Attitudes; Judicial Review; Pickering v Board of Education; *Supreme Court; Tinker v Des Moines Independent School District; Whistle Blowing; *Workplace Democracy

To consider one aspect of workplace freedom of speech--the question of authority versus freedom, this paper examines the first amendment protections of government workers. The paper looks at freedom of speech rights by using two theoretical frameworks (the natural rights view and the law and economics view) to analyze Supreme Court decisions on balancing free speech and government efficiency. These frameworks are also used to interpret Supreme Court decisions on distinguishing matters of public concern from matters of personal concern and defining topics of public concern. The paper concludes that, after nearly 20 years, judicial decisions in the Consitutional rights of public employees are starting to settle into a recognizable pattern and that there are two sides to be weighed when evaluating workplace freedom of speech. The paper identifies one side as the commenting side, where speech is considered protected if it addresses a matter of public concern. The other side is identified as the organizational efficiency side, in which various factors are weighted against freedom of speech, including: the time, place, and manner; the context in which the dispute arose; whether the statement impairs discipline by supervisors or harmony among coworkers; whether the statement has a detrimental impact on close working relationships in which personal loyalty and confidence are necessary; whether it impedes the performance of the speaker's duties; or whether it interferes with the regular operation of the enterprise. (MS)

ED 294 348 EC 202 516

Dildy, Dennis R., Ed.
Guide to Determining the Vital Components Needed for a Realistic Vocational Preparation Program for Severely Disabled Students.
Education Service Center Region 20, San Antonio, Tex.
PUB DATE- 85
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Civil Rights; Daily Living Skills; Individual Needs; Job Skills; Job Training; Normalization (Handicapped); *Program Development; *Program Evaluation; Secondary Education; *Self Evaluation (Groups); *Severe Disabilities; Student Placement; *Transitional Programs; *Vocational Education; Vocational Rehabilitation
IDENTIFIERS- Suppported Work Programs

This guide provides an approach to assist public schools and adult service agencies in designing programs that will maximize the ability of severely disabled students to function in non-sheltered vocational environments. The guide is composed of a list of questions to be used in a self-evaluation process; the questions concern needs assessment, measurable objectives, advisory council functions, parent involvement, use of available resources, current program features, development of a network of cooperative services, meeting student needs, and student placement. The guide is followed by a reprint of an article from the July 1984 issue of the Rehab Report of the Department of Physical Medicine and Rehabilitation at the University of Texas Health Science Center at San Antonio, which describes how special education programs can focus on teaching self-care skills, community functioning skills, and employment skills rather than teaching non-functional skills out of context. The guide concludes with a Disabled Peoples' Bill of Rights and Declaration of Independence, also from the Rehab Report. (JDD)

ED 294 097 CG 020 763

Martyniuk, Joy S.
Depression and Suicide in Childhood. January 1983 through April 1987. National Library of Medicine Literature Search No. 87-5.
National Library of Medicine (DHHS/NIH), Bethesda, Md.
PUB DATE- 87
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Children; *Depression (Psychology); *Suicide

This bibliography contains selected references to English language publications dealing with existing depression or depressive symptoms and suicide or attempted suicide in children to the age of 12. A brief review of the recognition of depression in children opens the document. The 337 citations are taken from the period January 1983 through April 1987. The citations consist of journal articles, books, and dissertations. Materials that focus on depression or suicide primarily in mothers and other family members are not included. The search strategy is included. (ABL)

ED 294 168 CS 009 158

Davis, Bonita; Butler, Charles E.
Special Education Journal Reading Patterns of Senior Level Undergraduate Education Students at the University of Oklahoma, 1973-82.
PUB DATE- 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; *Reading Habits; *Reading Interests; Reading Research; *Scholarly Journals; Secondary Education; *Special Education Teachers; Teacher Characteristics
IDENTIFIERS- *Reader Preferences

A study investigated the reading preferences of senior level special education majors, noting which professional journals students chose most frequently for article summaries completed for a senior level curriculum and methods course. The summaries were collected over the course of 19 semesters, from fall 1973, through spring 1982. One hundred and fifty-one articles from journals in special education were analyzed. Data from the article summaries were analyzed using the descriptive statistics of means, percentages and rank orders. Results showed that of the sixteen journals that students selected, "Exceptional Children," "Journal of Learning Disabilities," and the "Journal of Special Education" were by far the most popular. Findings also appeared to support previous research regarding teacher reading habits. In general, teachers read journals which accompany membership in professional organizations. Likewise, two-thirds of the journals most frequently chosen by students were sponsored by professional organizations. In addition, the clarity of readership patterns reflected in this study appear to support previous findings that teachers tend to read the same journals. (A table of data and nine references are included.) (ARH)

ED 294 196 CS 211 180

Parsons, Jim

Literature and Everyday Decisions: An Essay about the Influence of Literature on Decision-Making.

PUB DATE- Oct 87

NOTE- 21p.; Paper presented at the Creating Word Conference (Edmonton, Alberta, Canada, October 29-31, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Affective Behavior; Daily Living Skills; Decision Making; *Literature Appreciation; Reader Response; *Reader Text Relationship; *Values Education
IDENTIFIERS- Aesthetic Reading; Reading Uses

Literature is an artistic expression which teaches human beings valuable lessons about life. Literature invites the reader to share decisions with the decisions of others--the characters seen in literature. Unlike science or philosophy or ethics, which make people say "I understand" and then "I see," literature, as an art, begins with the statement "I see" or "I feel" and then moves to "I understand." Classics like Albert Camus' "The Fall," Miguel de Cervantes' "Don Quixote," the children's book "Sadako and the Thousand Paper Cranes," Joseph Conrad's "Youth," Fyodor Dostoevsky's "Notes from Underground," Nikos Kazantzakis' "Zorba the Greek," and Somerset Maugham's "Rain" help an individual make better decisions by providing direct analogies to real life events, forcing self-criticism, assisting in the questioning of reality and the redefining of ideas, and helping people to see with their feelings and to see through the eyes of others. Teachers of English can choose to teach literature from the inside rather than the outside. Comprehension, structure and vocabulary can be supplanted by a partaking of the character's life, watching the implications of the character's actions, and finally understanding individual lives through the lives of others. (MHC)

ED 294 224 CS 211 209

Starck, Kenneth; Xu, Yu
Loud Thunder, Small Raindrops: The Reform Movement and the Press in China.
PUB DATE- Jul 88
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - General (140)
DESCRIPTORS- Cultural Context; Economics; Foreign Countries; Government (Administrative Body); *Government Role; Ideology; Journalism; Mass Media Effects; *Newspapers; Political Socialization; Press Opinion; *Public Policy; *Social Action; Social Change; Sociocultural Patterns; World Affairs
IDENTIFIERS- *China; Communist Party; Economic Influences; Foreign News; Historical Background; Journalism Research; Media Government Relationship; News Values; Press Law; Press Responsibility; Press Role; *Reform Efforts

Economic change in China is coming about through wide-ranging economic reforms, is taking place at an unprecedented pace, and is affecting the lives of many of the inhabitants of the world's most populous nation. However, the attempts to reform the political process have been slow, like the attempts to reform the Chinese press. The Chinese press is the instrument of the Communist Party and a vital cog in the machinery of government. Changes in China's press system are taking place, mostly rhetorically rather than in practice. But a part of the rhetoric is driven by the realization that economic development and national modernization cannot continue to move forward without corresponding changes in other social sectors, including the press. There are two approaches to promote press reform. One advocates that the basic system and role of the press should be altered and would involve redefining Chinese press theory; while the other calls for relatively modest adjustments in the press' present operation and would involve affecting media performance through changes in content and improvement of news writing and presentation. Regardless of which approach is taken, it seems clear that problems arise in the discussion on press reform, such as whether an open economic system can exist in a closed press system and the impact on society as journalists become more independent and better educated. (Three notes are included, and 37 references are appended.) (MS)

ED 294 308   EA 019 979

Daresh, John C.
The Preservice Preparation of American Educational Administrators: Retrospect and Prospect.

PUB DATE- Apr 88
NOTE- 47p.; Paper presented at the Annual Meeting of the British Educational Management and Administration Society (Cardiff, Wales, April 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; *Cooperative Programs; *Educational Cooperation; Elementary Secondary Education; Field Experience Programs; Higher Education; Internship Programs; Models; Practicum Supervision; Principals; *Professional Training; Schools of Education; Universities

This paper is a response to two recommendations for preservice training of school administrators proposed in the 1987 report of the National Commission on Excellence in Educational Administration: that greater attention be placed on discovering ways in which universities and local education agencies might collaborate more effectively in the preparation of educational administrators; and that administrative preparation programs include more opportunities for "clinical" approaches to learning. Accordingly, the status of administrator preparation in the United States is examined to determine the extent to which these potential improvements have been realized. The first part discusses existing barriers to collaboration between universities and local education agencies, including institutional territoriality, the absence of parity between partners, and the lack of staff time. After a brief discussion of attempts to increase clinical preparation, a tridimensional model of administrator preparation is presented. The three dimensions are academic preparation, field-based programs, and "professional formation." The latter conception refers to activities that help an aspiring administrator to synthesize his or her learnings through preservice mentoring, personal reflection, developing a personal educational "platform," understanding interpersonal styles, and personal professional development. The final section of the paper describes a recent program that incorporates many of these concepts, the Danforth Foundation Program for the Preparation of School Principals. Four pages of references are included. (TE)

ED 293 985 CE 049 666

Success Stories 1978-1988. The Past & Present. Tenth Anniversary Celebration.

Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic Education.

PUB DATE- 88
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Adult Basic Education; Biographies; *Employment Level; *Graduates; *Outcomes of Education; *Success

This collection profiles 10 outstanding graduates of Pennsylvania adult basic education program (ABE) between the years of 1968 and 1984 and the 10 persons who were selected as outstanding graduates from the class of 1988. The first half of the collection contains biographies of the life and career achievements of the following individuals: a teacher from the class of 1968, a social worker from the class of 1976, a nurse from the class of 1977, a physician from the class of 1978, a college graduate from the class of 1979, a businessman from the class of 1980, a florist's aide from the class of 1981, a dental hygienist from the class of 1982, a homemaker from the class of 1983, and a community leader from the class of 1984. The second half of the collection relates the success stories of the top 10 outstanding graduates of 1988. The biographical sketches emphasize the life hardships that these people had to overcome to complete their respective program of study. (MN)

ED 294 026 CE 050 069

Agricultural Marketing. Farmers' Marketing Practices and Programs To Teach Alternative Practices. Briefing Report to Congressional Committees.
General Accounting Office, Washington, D.C.
REPORT NO.- GAO/RCED-88-78BR
PUB DATE- Mar 88
NOTE- 51p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies: free; additional copies: $2.00 each; 100 or more: 25% discount).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agricultural Education; *Agricultural Production; Agriculture; *Continuing Education; Farm Accounts; *Farm Management; Financial Problems; *Marketing; Postsecondary Education; Program Development

This report describes a General Accounting Office study of farmers' marketing practices. The report specifically discusses farmers' use of the three advanced marketing techniques--cash forward contracting, hedging in the futures market, and trading in agricultural options--as disclosed in nine studies of farmers' marketing practices made from 1976 through 1986; and educational programs in advanced marketing techniques provided by land-grant universities, commodity exchanges, and producer organizations primarily during the 12 months ending April 30, 1987. Some of the conclusions presented by the review are the following: (1) producers can use advanced marketing techniques to ensure a certain price for their commodities at a future date, if the producer can accept risk; (2) advanced marketing techniques may not be appropriate for all producers or for all commodities in all parts of the country; (3) few studies have been made of the degree to which advanced marketing techniques have been used; (4) about 25,000 persons attended advanced marketing education programs in the year ending April 30, 1987; and (5) other training methods in advanced marketing techniques are being offered. (KC)

ED 294 041 CE 050 095

Cetron, Marvin
Seventy-One Trends That May Affect Entrepreneur Education for Future World Markets.
PUB DATE- 8 Jun 88
NOTE- 25p.; Paper presented at the Annual National Entrepreneurship Education Forum: Preparing for World Markets (6th, Boston, MA, June 8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administration; *Business Education; Educational Trends; Employment Patterns; Employment Projections; *Entrepreneurship; Family Life; *Futures (of Society); Institutional Environment; Labor Force; Labor Market; Organizational Change; Small Businesses; Social Change; Technological Advancement; Values

Entrepreneurship education is and will likely continue to be affected by various societal, technological, educational, labor force, management, ideological, family, and institutional trends. In the area of the economy, these trends include a rise of middle-class society, the integration of the national economy, and the integration of the national and international economies. Trends in the area of technology include the growth of research and development as a factor in the economy, the development of mass media in telecommunications and printing, and major medical advances. Expanding education and training throughout society, greater involvement of business in training and education, and greater emphasis on assessing program outcomes and effectiveness are trends likely to change the education sector. Labor force and work trends include greater specialization, a growth in the service sector and further decline in the agricultural and manufacturing sectors, more women and minorities in the labor force, later retirement, and a decline in unionization. Management will be affected by an increase in the number of entrepreneurs, a reduction in the number of management levels, and the demise of command-and-control management as information-based organizations become the norm. Institutional trends include increases in the role of state and local governments, big business, multinational corporations, future studies and forecasting, and the demand for social responsibility. (MN)

ED 294 068 CG 020 734

Bartone, Paul T.; And Others
Psychological Issues in the Recovery of an Army Unit after Traumatic Loss.
PUB DATE- Aug 87
NOTE- 22p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987). For related document, see CG 020 733.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Coping; *Emotional Adjustment; *Emotional Response; *Group Experience; *Military Personnel; Models; *Stress Variables

The United States Army battalion that suffered the heaviest losses (189 soldiers killed) in the December, 1985 military charter airline crash was studied longitudinally over the 6-month period following the disaster. Extensive interview and observational data were collected at approximately monthly intervals. The purpose of the study was to determine the various factors involved in the recovery process, the integration of replacements, and the return of the unit to a healthy readiness posture. Four psychosocial phases of unit recovery were evident, each lasting about 4 to 6 weeks (numb dedication, angry betrayal, stoic determination, integration/cohesion). A replacement plan that intermixed newcomers with veterans facilitated integration and unit recovery. Although individual reactions varied somewhat, the generalized response of the unit to the trauma can be considered a military disaster "stress response syndrome" that characterizes the reactions of a cohesive group to a major technological disaster. This model of response aids in understanding and permits some anticipation of the kinds of problems other units might confront after similar traumatic events. The findings suggest several interventions with potential to facilitate the individual and group recovery process. (Author)

ED 294 113 CG 020 779

Reauthorization of the Older Americans Act. Hearing before the Special Committee on Aging. United States Senate, One Hundredth Congress, First Session (Casselberry, Florida).

Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.

REPORT NO.- Senate-Hrg-100-442
PUB DATE- 2 Jul 87
NOTE- 39p.; Serial No. 100-8.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Federal Aid; *Federal Legislation; *Government Role; Hearings; *Human Services; Individual Needs; *Older Adults
IDENTIFIERS- Congress 100th; *Older Americans Act 1965; *Reauthorization Legislation

This document presents witnesses' testimonies from the Senate hearing held in Casselberry, Florida to consider the reauthorization of the Older Americans Act. In his opening statement, Senator Lawton Chiles reviews the history of the Older Americans Act and its amendments since its creation in 1965 and notes that the recent increase in the number of very old people may have significant implications for continued and expanded support for services authorized and funded under the act. Witnesses providing testimony include: (1) Faye Kalteaux and Virginia Salvino, Federation of Senior Citizens Clubs of Seminole County; (2) Bill Henebry and Betty Grossman, Pre-Legal Guardianship Counseling Program; (3) Lorraine Surlak, Virginia Fletcher, and Ruth Levin, Christian Service Center; (4) Dick Smith, Osceola County Council on Aging; (5) Beverly Hougland and Katherine McGovern, Osceola County Council on Aging; (6) Joan Lanier and Emma Zanetti, Pinellas Opportunity Council; (7) Jeanie Williamson and Hilde Smallwood, Bay Area Legal Services, Inc.; (8) Aleta Findlay and Betty Oakes, Volusia County Council on Aging; (9) Helen Blue and Mr. and Mrs. Russell Brock, Meals on Wheels of Manatee County, Inc.; (10) Bill Regar and Judy Thames, East Central Florida Regional Planning Council/Area Agency on Aging; (11) Pete Griffin, State of Florida Aging Advisory Council; and (12) Margaret Lynn Dugger, Florida Department of Health and Rehabilitative Services. (NB)

ED 294 182 CS 211 164

Copeland, Jeffrey S., Ed.
Essays Grown from a Writing across the Curriculum Institute at Indian Hills Community College: Fostering Cooperation and Cohesion in Writing Instruction.

PUB DATE- 87
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Art Education; Biology; Computer Assisted Instruction; Computer Science Education; Drafting; Electronics; Essays; History Instruction; *Inservice Teacher Education; Interdisciplinary Approach; Mathematics Instruction; *Opinion Papers; Physics; Science Instruction; Teacher Workshops; Teaching Methods; Two Year Colleges; *Writing Across the Curriculum; *Writing Instruction
IDENTIFIERS- Purpose (Composition); Writing Strategies; *Writing Tasks

Written from experiences at the May 1987 Writing across the Curriculum Summer Writing Institute at Indian Hills Community College in Ottumwa, Iowa, this collection of 14 essays describes methods of using writing as a learning tool across various disciplines. The 15 instructors attending the workshop represented the fields of technical communications, history, science, English, art, electronics, mathematics, computer maintenance, lasers, robotics, data processing, and drafting. The workshop was designed to examine current theory and research in writing instruction, methods of using writing in all subject areas, methods of fostering cooperation and cohesion in writing instruction among instructors of different subject areas, and the personal writing development of each instructor through peer writing group experiences. Essays from the workshop include: (1) "The Use of Philosophical Writing in History Courses"; (2) "A General Physics Laboratory Report on the Hydrogen Emission Lines and Bohr's Theory"; (3) "Journalizing Mathematics Assignments"; (4) "Teaching Language Effectiveness"; (5) "The Journal for Painting"; (6) "Writing and Computer Aided Drafting"; (7) "Using Writing in a Computer Course"; (8) "Workaday Writing in Mathematics"; (9) "Integrating Writing Skills throughout a High Technology Vocational Curriculum"; and (10) "Use of Student Notebook in Biology." (MM)

ED 294 238 CS 211 225

Stewart, Robert K.
When People See News from a Non-Western Perspective: Cable News Network's "World Report."
PUB DATE- Jul 88
NOTE- 18p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Broadcast Television; Cultural Awareness; *Cultural Context; Foreign Countries; Foreign Policy; Higher Education; Intercultural Communication; International Relations; Mass Media Effects; *News Media; *News Reporting; *Non Western Civilization; Western Civilization; World Affairs; World Problems
IDENTIFIERS- *Cable News Network; International Communication; Journalists; *New International Economic Order; United States

Much of what Americans "see" of the world is focused through the prism of the American news media. Broadcast journalists, in particular, provide the images that help shape viewers' ideas of the world. The recent introduction on U.S. television of Cable News Network's (CNN) "World Report" now provides the opportunity for American viewers to watch newscasts from other countries. The access to broadcast news stories produced by non-American journalists can affect Americans' world view. Subjects, approximately 85 undergraduates from a journalism class at Ohio University (divided into control and experimental groups), viewed a "constructed" 30 minute segment of CNN "World Report." They were presented with nine assertions which would reflect the individual respondent's world view. The control group was asked the questions prior to viewing the tape. Findings indicate that the views that appear most likely to change when an alternative view is presented are in the area of basic perceptions, i.e. the Soviets seem a little less evil, leaders of developing countries seem less suppressive, the United States seems a little less at the center of the universe, etc. They also suggest that even a brief encounter with news from a non-western perspective can have a dramatic effect on a person's world view. (One note and two tables of data are included, and 11 references and a news questionnaire are appended.) (MS)

ED 294 252 CS 506 099

Melanson, Diane C.
Applied Self-Statement Modification and Applied Modified Desensitization in the Treatment of Speech Anxiety: The Synergy Hypothesis.
PUB DATE- Sep 86
NOTE- 260p.; Doctoral Dissertation, University of Ottawa.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Psychology; Cognitive Structures; Cognitive Style; *Communication Apprehension; Communication Problems; Communication Research; Communication Skills; *Counseling Techniques; Desensitization; Higher Education; *Public Speaking; Relaxation Training; Speech Instruction; Stress Variables
IDENTIFIERS- Counseling Psychology; *Modified Desensitization; *Self Statement Modification; Social Anxiety; University of Ottawa (Canada)

A study examined the relative effectiveness and synergistic effect of two treatments for reducing speech anxiety--Self-Statement Modification (SSM), a therapy focused on modification of cognitive behavior; and Modified Desensitization (MD), a therapy focused on physiological variables, utilizing relaxation training, group hierarchy construction, and reciprocal inhibition of anxiety through the pairing of imaginal scenes with relaxation. Four treatments--SSM, MD, Cognitive Modification (a combined version of SSM and MD), and an attention-placebo treatment--were administered to four different groups (a total of 53 university students with high self-ratings of speech anxiety) in four two-hour periods, preceded and followed by assessment sessions. A five-week follow-up assessment was performed, which included self-report measures of speech and social anxiety, as well as stress-condition measures (self-report and behavioral) of acute speech anxiety. Results indicated that SSM was the most effective strategy for reducing speech anxiety, and that students experiencing high social anxiety benefited more from treatments than those experiencing low social anxiety. The synergy hypothesis, designed to examine an additional unique effect resulting from the interplay of procedures, was not supported. (Fourteen tables and three figures are included, and

appendixes providing the rationale and guidelines for treatment, speech anxiety hierarchy, handout material on Self-Statement Modification and Speaking Skills, assessment instruments, confidential evaluation, and 187 references are appended.) (MM)

ED 294 322 EA 020 021

Peach, Larry E.; Reddick, Thomas J.

A Study To Determine Parents' and Teachers' Perceptions of the Effectiveness of Public School Principals in the Upper Cumberland Development District of Tennessee.

PUB DATE- Nov 87
NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Characteristics; *Administrator Evaluation; Administrator Qualifications; *Administrator Role; Elementary Secondary Education; Parent Aspiration; *Parent Attitudes; Parent Participation; Parent School Relationship; *Principals; Public Schools; School Surveys; Teacher Administrator Relationship; *Teacher Attitudes
IDENTIFIERS- *Upper Cumberland Development District TN

Previous research shows that successful schools have competent principals. In the Upper Cumberland Development District of Tennessee, 350 teachers and 350 parents were surveyed concerning the capability of principals in the district's most efficient schools. Eighty-four percent of the teachers and 78 percent of the parents completed the questionnaire. The survey responses reveal that parents and teachers generally disagreed on whether or not definite goals had been designated; on their degree of involvement in goal-setting; on the degree to which frequent communication with parents was characteristic of the schools; and on whether or not the school atmosphere facilitated learning. They generally agreed that the principals cared about academic achievement; that the principals were experienced in school matters; that the principals were not the instructional leaders of the schools; that the parents supported the schools; that the principals sufficiently notified the community concerning school matters; and that students spent enough time on instructional activities. The parents generally indicated a desire for more improvement than the teachers. An emphasis on communications is suggested. Included are 10 references, results of the questionnaire item by item, and an appended copy of the questionnaire. (RG)

ED 294 000 CE 049 947

Cowin, Bonnie; Ford, Meg
Women's Initiative Study: Access, Services, and Outcomes for Women with Disabilities in Vocational Rehabilitation.
Wisconsin State Dept. of Health and Social Services, Madison. Div. of Vocational Rehabilitation.
PUB DATE- Dec 86
NOTE- 97p.
AVAILABLE FROM- Wisconsin State Dept. of Health and Social Services, Wisconsin Division of Vocational Rehabilitation, P.O. Box
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Adult Education; Career Development; *Disabilities; Employment Level; *Employment Patterns; *Females; Job Placement; Outcomes of Education; Sex Discrimination; *Sex Fairness; *Vocational Rehabilitation; Womens Education
IDENTIFIERS- *Wisconsin

This report presents findings of an assessment of the Wisconsin Division of Vocational Rehabilitation's (DVR) services to women with disabilities. The first part of the report reviews current literature related to the provision of vocational rehabilitation services to women with disabilities nationwide. The second part displays and interprets descriptive data regarding DVR's services to women during fiscal years 1981-84. Data indicate that women do not receive DVR services proportionate to their incidence in the Wisconsin population with disabilities; Wisconsin DVR is serving a much younger population than the national average; and the marital status of female clients in Wisconsin does not follow the national trend in that more clients were never married than married. The third section reviews information from DVR files to examine the kinds of competitive employment female clients are achieving at closure and identifiable "disincentives" that may prevent women from seeking DVR assistance in preparing for competitive employment. The final section recommends 12 changes in access, goal setting, service delivery, and employment to promote full economic participation for women with disabilities. Recommendations are aimed at changes in counselor resources, outreach, client options, visibility, and information requirements. (YLB)

ED 294 013 CE 050 040

Rumble, Greville
The Use of Microcomputers in Distance Teaching Systems. ZIFF Papiere 70.
FernUniversitat, Hagen (West Germany). Zentrales Inst. fur Fernstudienforschung Arbeitsbereich.
PUB DATE- Mar 88
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Computer Assisted Instruction; *Computer Managed Instruction; Courseware; *Distance Education; *Educational Change; Electronic Mail; Foreign Countries; Futures (of Society); Information Dissemination; Information Networks; *Microcomputers; Postsecondary Education; Program Improvement; Teleconferencing

Microcomputers have revolutionized distance education in virtually every area. Used alone, personal computers provide students with a wide range of utilities, including word processing, graphics packages, and spreadsheets. When linked to a mainframe computer or connected to other personal computers in local area networks, microcomputers can facilitate communications between students and tutors, students and other students, tutors and other tutors, students and a school's administration, and tutors and the administration. Electronic mail even permits communications with other persons and institutions throughout the world. Microcomputers, especially when coupled with the capabilities of word processing software, graphics packages, and course authoring templates, can dramatically speed up and improve the course development and instructional materials production process. Computer-assisted and computer-managed instruction have both proved extremely successful at universities throughout the world, including the British Open University, Miami-Dade Community College (Florida), and North Island College (Canada). Courseware can easily be distributed via computer in the form of computer-assisted learning lessons rather than in printed form. Computer conferencing is another computer-mediated communications system that has proved extremely valuable in distance programs throughout the world. Microcomputers can also be used by distance learners to register for courses, request instructional materials, or complete various administrative forms (such as changes of address). The paper contains a brief foreword, written in German, by Helmut Fritsch. (MN)

ED 294 083 CG 020 749

Unger, Donald G.

Differences in Participation in a Support Program for Adolescent Mothers.

SPONS. AGENCY- South Carolina State Dept. of Health and Environmental Control, Columbia.
PUB DATE- Aug 87
NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Blacks; *Early Parenthood; *Family Influence; Low Income Groups; *Parent Education; Parenthood Education; *Participant Characteristics; *Pregnancy; Program Evaluation; Rural Population; Social Support Groups; Use Studies

Most evaluative research focuses on the outcome of programs, giving little attention to differences in clients' utilization of the programs' services. This study explored factors which were predictive of teenagers' participation in the Resource Mother Program, an educational support intervention program for pregnant and parenting adolescents. Subjects were 74 rural, mostly single, black, primiparous adolescents of low socioeconomic status.

Subjects who agreed to participate in the program were interviewed prenatally prior to participation. The program was a home-based support program in which experienced mothers and paraprofessionals worked with the subjects prenatally through the infant's first birthday. Once the program was completed, records were examined to determine the degree of subject utilization of program services. The results suggest that differences in the teenage mother's relationship with her family and with the baby's father, environmental stressors, and preparedness for her baby were related to different patterns of program participation. The teenage mothers who actively participated were living with their families, felt they could rely on their families for financial assistance and instrumental support, and were not very involved with the baby's father. The findings have implications for the evaluation and development of support programs. (Author/NB)

ED 294 098 CG 020 764

Bustos, Patrick D.
Teen-Age Pregnancies: Can We Afford Not To Prevent Them?
National Conference of State Legislatures, Denver, CO.
REPORT NO.- ISBN-1-55516-181-0
PUB DATE- Dec 87
NOTE- 14p.
AVAILABLE FROM- National Conference of State Legislatures, Marketing, 1050 17th Street, Suite 2100, Denver, CO 80265 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adolescents; Community Programs; Costs; *Early Parenthood; Health Services; High Risk Persons; *Prevention; *Program Effectiveness; School Role; Secondary Education; *State Legislation; *State Programs

This document reviews three teenage pregnancy prevention strategies which were selected because of their easy access to teenagers and to illustrate the cost of implementation. After a discussion of the high cost of teenage pregnancy, the role of the state legislatures is described. Accessibility and acceptability are cited as two important considerations for legislatures considering programs. Schools are noted to be good places to start prevention activities since they provide a captive audience. The three prevention strategies discussed are family life education, school-based health clinics, and community-based prevention programs. A specific example of each is provided. Policy implications of each type are discussed. Evaluations of each type of program in the areas of cost, accessibility to at-risk teenagers, and expected impact are

described; a table provides ratings of the three program types. References are included. (ABL)

ED 294 127   CG 020 793

Slackman, Joel
Reforming the Military Health Care System.
Congress of the U.S., Washington, D.C. Congressional Budget Office.
PUB DATE- Jan 88
NOTE- 131p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; Costs; *Health Services; *Military Personnel; *Military Service; *Participant Satisfaction; *Program Development

Serious problems beset the military's extensive system of health care: rising budgetary costs, dissatisfaction among its beneficiaries, and inadequate readiness for war. This report was written at the request of the House Committee on Armed Services to examine some of these issues. It looks at a range of possible reforms in the military health care system. Chapter 1 discusses the need for cost containment and provides an overview of the military health care system. Chapter 2 examines issues in the use of military health care, including the problem of high use, factors contributing to high use, and the effects of potential reforms on readiness and satisfaction. Chapter 3 focuses on the Administration's CHAMPUS Reform Initiative, which aims to contain the rapidly rising costs of the Civilian Health and Medical Program of the Uniformed Services. Chapter 4 considers alternative strategies using capitation. Chapter 5 discusses techniques for building on current programs, looking at civilian-run outpatient clinics, selective contracts for mental health care, realignment of military medical assets, and a greater use of cost sharing. The 1984 Military Beneficiary Health Care Survey, actual and expected admission rates, the statistical model of family use, and the information on the capitation budgeting demonstration project are appended. A total of 23 data tables are included. (NB)

ED 294 141   CS 009 116

Butzow, Carol M.; Butzow, John W.

Science, Technology and Society as Experienced through Children's Literature.

PUB DATE- Feb 88
NOTE- 15p.; Paper presented at the Meeting of the Science, Technology, Society Conference on Technological Literacy (3rd, Arlington, VA, February 5-7, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Curriculum Design; Elementary Education; Futures (of Society); *Interdisciplinary Approach; Reading Materials; Reading Material Selection; Science and Society; Science Curriculum; Science Education; Social Influences; Social Problems; Teaching Methods; Technological Advancement; *Technological Literacy
IDENTIFIERS- Multidisciplinary Education; *Science Technology and Society Courses; Technological Change; Technological Perspective; Thinking Skills

In order to prepare children for the responsibilities of citizenship in a technological society, the Science, Technology and Society (STS) approach, which integrates various subject matter disciplines, can be implemented through the use of children's literature. In this way, STS units combine language arts, reading and literature, and teach and emphasize reading and writing in the meaningful context of science, as well as social studies, math, and the arts. By using books which have a strong story line and are of interest to children, facts and ideas can be presented as part of the world which they know or perceive. For example, Virginia L. Burton's "Mike Mulligan and His Steam Shovel" illustrates several of the problems of a rapidly changing society, including the themes of change and obsolescence. The societal issues which confront children at an early age can be addressed, enabling children to develop effective thinking skills and communicate their ability to think and make decisions. (Attached materials include a sample STS unit; activity suggestions by topic; classroom, small group, and individual activity suggestions; a list of additional resources, a bibliography of STS related children's literature for primary grades, and eight references.) (MM)

ED 294 155 CS 009 139

Bear, Donald R.
"On the Hurricane Deck of a Mule": Teaching Adults To Read Using Language-Experience and Oral History Techniques.
Nevada Univ., Reno. Center for Learning and Literacy.
PUB DATE- 87
NOTE- 149p.; Appendix cover sheets are written on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Literacy; Adult Reading Programs; Basic Skills; Case Studies; Instructional Materials; *Language Experience Approach; *Literacy Education; *Oral History; Reading Diagnosis; Reading Improvement; Reading Instruction; Reading Readiness; Reading Skills; *Reading Strategies; Skill Development; Spelling; Teaching Methods; Vocabulary Development; Writing Skills
IDENTIFIERS- Nevada

Designed to instruct adult literacy teachers in using Language-Experience and Oral History techniques and distributed statewide to teachers in Nevada, this manual presents reading materials, diagnostic packages, and guidelines for adult literacy program organization. The first of three chapters begins with an introduction to the manual, and defines three types of adult readers--beginning (first to third grade level), transitional (fourth to sixth grade level), and specialized (functioning above sixth grade level but in need of specialized literacy training). In the second chapter, diagnostic teaching principles are outlined, informal measures of literacy proficiency and informal reading inventories are presented, and implications for teaching the beginning reader are discussed. The third chapter of the manual focuses on developing an Oral History program, and includes sample lessons for all three reading levels. A selected bibliography is appended for oral history in the classroom; the Language-Experience approach; literature, folklore, and histories based on oral records; and articles and books on adult reading education. In addition, the following appendixes are provided: (1) a case study of a 35-year-old male in an adult literacy program; (2) a literacy proficiency manual, with a case summary sheet, pupil interview schedule, informal test of early word knowledge, and evaluation guide for writing; (3) student passages of adult informal reading inventory; and (4) dictations, written accounts, and interviews. (MM)

ED 294 335 EC 202 502

Dyson, Lily
Parent Stress, Family Functioning and Social Support in Families of Young Handicapped Children.
PUB DATE- Nov 87
NOTE- 39p.; Paper presented at the National Early Childhood Conference on Children with Special Needs (Denver, CO, November 1-3, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Need; Daily Living Skills; *Developmental Disabilities; Discipline; Extended Family; *Family Environment; Family Life; *Family Problems; Intervention; Moral Values; *Parent Role; Religious Factors; *Social Environment; Social Systems; *Stress Variables

This study compared parent stress, family functioning, and social support in 55 families with a developmentally handicapped child (ages 0-7) and 55 families with a nonhandicapped child. Findings indicated that a young handicapped child did induce greater stress in his parents than did a nonhandicapped child. Parents of handicapped children appeared to have greater problems associated with the care of the handicapped child, felt more pessimistic about the child's future, and felt more negative about his/her present behavioral and physical characteristics. The general functioning of families and availability of social support was altered but not necessarily impaired by the presence of a handicapped child. Families with handicapped children placed a greater emphasis on achievement and moral-religious beliefs and were more likely to employ rules and control as a method of operating family life. The two groups perceived equal degrees of social support, although the handicapped group received less from their own extended families. Results suggested that intervention efforts to relieve parental stress should focus on cultivating positive family relationships, developing skills for efficient operation of daily family activities and care of the handicapped child, and improving the social support system both inside and outside the family. (VW)

ED 294 349 EC 202 517

Dildy, Dennis R.
ESC-20 Community-Based Services Work Adjustment Program; Community-Based Work Training Curriculum.
Education Service Center Region 20, San Antonio, Tex.
PUB DATE- 1 Jun 87
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Programs; *Curriculum; *Disabilities; Job Placement; *Job Training; Secondary Education; Sheltered Workshops; Skill Development; Social Adjustment; Training Methods; Transitional Programs; *Vocational Adjustment; *Vocational Education; Work Experience Programs
IDENTIFIERS- *Supported Work Programs

The Community-Based Services Work Adjustment Program provides vocational assessment, work adjustment training, social adjustment training, extended sheltered employment, transitional/supported employment, and competitive job training and placement through on-the-job training at natural community work sites. The program serves mentally retarded, emotionally disturbed, deaf-blind, and learning-disabled individuals, aged 14 or older. The program's goal is to facilitate the establishment of independent vocational skills, through individual and group training and work-related counseling. Student workers are expected to become competent in the skills of: work orientation, punctuality/attendance, attention to task, safety on the job, co-worker interaction, supervisor interaction, quality and speed of production, and independent transportation. Specific objectives for each area of skill development are outlined, along with appropriate training activities. Training activities utilize such techniques as individual instruction in performing work tasks and in self-monitoring, work critiques, various levels of training assistance, and individual/group instruction and counseling in work-related behaviors. Admission and discharge criteria for students are described. A copy of the Student Worker Assessment Checklist is included. (JDD)

ED 294 363 EC 202 532

McGuire, Joan M.
Connecticut's Pilot Programs for College Students with Learning Disabilities: Final Report.
Connecticut Univ., Storrs.; Housatonic Community Coll., Stratford, CT.
SPONS. AGENCY- Connecticut State Board of Higher Education, Hartford.
PUB DATE- Jun 86
NOTE- 85p.; Paper presented at the Annual Convention of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Demonstration Programs; Eligibility; Higher Education; *Learning Disabilities; Program Evaluation; Referral; Student Personnel Services
IDENTIFIERS- *Connecticut

The document presents the final report on Connecticut's pilot programs for students with learning disabilities. During 1984-86, the two programs were implemented at Housatonic Community College and the University of Connecticut. Evaluation activities are reported for each program site. Among evaluation results for Housatonic College were the following: 83 students were referred for evaluation; services offered included assessment, direct instruction, content tutoring, counseling, and testing accommodations; direct student services averaged 1,200 hours per semester; the most frequently requested testing accommodation was extended time; and retention rates for program students ranged from 73 to 88%. Evaluation results for the University of Connecticut were: 105 students were referred for eligibility determination; the number of students receiving one or more hours of direct instruction per semester ranged from 14 to 25; services provided averaged 102 hours per week with mean hours per student equalling 3.5; group instruction was provided in counseling, word study, study strategies, and word processing; and mean grade point averages ranged from 2.3 to 2.7. (DB)

ED 294 056 CE 050 143

Gentry, Larry; And Others
Establishing Service Goals for School Dropouts under the Job Training Partnership Act. Final Report.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

SPONS. AGENCY- Washington State Dept. of Employment Security, Olympia.
PUB DATE- Jan 86
NOTE- 100p.
CONTRACT- 22-9-230
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Dropout Programs; Dropouts; *Economically Disadvantaged; *Educational Objectives; *Employment Programs; Federal Legislation; *Federal Programs; Job Training; Models; Postsecondary Education; Secondary Education; State Surveys; Youth Programs
IDENTIFIERS- *Job Training Partnership Act 1982; *Washington

The State of Washington commissioned research into various issues involving services to school dropouts under the terms of the Job Training Partnership Act (JTPA). Data suggested that each service delivery area (SDA) had its own set of internal dynamics (economic, cultural, demographic variables) that resulted in a characteristic pattern of educational attainment. National data were used in determining that years of school completed is a major determinant of both income and employment. Although Title II-A of JTPA was currently the largest federal program that specifically targets dropouts for participation, other federal and state programs also served dropouts. In addition, local agencies provided training and employment. A process for establishing goals for serving dropouts was implemented; this process defined and counted school dropouts, looked at use of census data, analyzed the data, adjusted baseline goals, and made adjustments for misreporting by participants. The model that was developed indicated that not all dropouts are equally likely to participate in JTPA programs and that SDAs should set goals that reflect the demographic composition of their region. (Appendixes include the demographic adjustment model, SDA adjustment data and goals, and a report on participant-reported education status.) (YLB)

ED 294 169 CS 009 160

Erazmus, Thomas R.

The Effect of a Recreational Reading Program on Standardized Test Scores.

PUB DATE- Jul 87
NOTE- 21p.; Requirement for master's degree, Olivet Nazarene University.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040) Reports - Research/Technical (143)
DESCRIPTORS- Grade 5; Independent Reading; Intermediate Grades; Reading Ability; *Reading Improvement; *Reading Programs; Reading Research; *Recreational Reading

Using the Pizza Hut "Book It" Program which encouraged students to read a certain number of books per month, a study examined the effect of this program on standardized test scores. Subjects, 98 fifth grade students, were placed in high, middle, or low reading groups according to teacher assessment. Half of the students from each group participated in the reading program. Each student chosen had an I.Q. in the average range, and students with I.Q.'s above or below average were not selected. Improvement in reading ability for each student was measured by the difference between the composite reading scores on the Metropolitan Achievement Tests at the end of the fourth and fifth grades. Results indicated no statistical difference between the experimental and control groups in improvement of reading ability for the high and middle reading groups. In the low reading group, significant differences in reading ability between the control and experimental groups were found, indicating that students who participated in the recreational reading program had more improvement in reading ability than those who did not participate. (Three tables of data are included, and two pages of footnotes and 19 references are appended.) (MM)

ED 294 197 CS 211 181

Young, Art
Quality of Life in Writing Program Administration.

PUB DATE- Mar 88
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Responsibility; Administrator Role; *College Programs; *English Departments; Higher Education; *Program Administration; Program Design; Program Improvement; *Writing (Composition); Writing Instruction

Because the structure of a writing program establishes its content and values, a writing program should be integrated with other aspects of English studies to avoid being merely an add-on to the college English department. Several planning strategies can assist in promoting this integration. A writing program should involve all related campus activities and constituencies, including coordination with writing centers, honors programs, business communication courses, and other relevant courses and programs. Secondly, administrators can develop an integrated, comprehensive writing program by cataloguing all existing aspects of writing instruction on campus, an exercise which could highlight needed program components. Writing program administrators should develop programs in which they would want to participate as students. In addition, the program should be specific to local needs and aspirations, based on student, faculty, and community expectations. Planning is important, but should be viewed as a continuous process, progressing simultaneously with evaluation and action. Finally, staffing, curriculum, pedagogy, theory, research, and evaluation are all integral to a comprehensive writing program, and are interdependent elements in a successful program. (Two references are appended.) (MM)

ED 294 211 CS 211 196

Zehm, Stanley J., Ed.
English Language Arts: K-12 Curriculum Guidelines.
Washington Office of the State Superintendent of Public Instruction, Olympia, WA. Div. of Instructional Programs and Services.
PUB DATE- Jun 85
NOTE- 143p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Annotated Bibliographies; Curriculum Development; Educational Objectives; Elementary Secondary Education; *English Instruction; *Language Arts; Reading Material Selection; Skill Development; State Curriculum Guides; Writing Across the Curriculum

IDENTIFIERS- *Curriculum Emphases; Curriculum Management

Developed by the Washington Office of the Superintendent of Public Instruction and written by classroom teachers, this document provides guidelines for a kindergarten through grade 12 English/language arts curriculum. Following a discussion on the philosophy and implementation of an English/language arts curriculum, the guide presents sections on three different aspects of language arts--modes (listening, reading, speaking, and writing), content (language and literature), and functions (imagining, feeling, informing, controlling, and ritualizing). For each section, a brief discussion of the section's topic is followed by a list of goals for the discipline. Preceding the learner outcome pages for grades K-3, 4-6, 7-9, and 10-12, an annotated learner outcome page explains the format of the section, listing the focus, learner outcome (goal), grade level, instructional implications, integrated activity sample, and instructional resources for each aspect of the curriculum. Appendixes include: (1) an annotated bibliography on six language arts categories (research and theory; cognitive foundations/language acquisition; teaching strategies, issues, and texts; integrating the language arts; writing across the curriculum; and curriculum development/inservice); (2) a taxonomy of cognitive and affective dimensions of listening and reading; (3) definitions of language arts terms; and (4) suggested novel reading lists. (MM)

ED 294 267 CS 506 133

Films and Video: Literature Film Catalog.
Southern Illinois Univ., Carbondale.
PUB DATE- Jul 88
NOTE- 44p.; A product of the Learning Resources Services.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- English Instruction; *Film Libraries; *Filmographies; Films; Higher Education; Literature; *Literature Appreciation; Secondary Education

Intended for teachers of literature, this 37-page film catalog lists a wide selection of film adaptations of literary works and literary topics that are available for rental through the Learning Resources Services of the Southern Illinois University at Carbondale. The catalog is organized both by title and author. Entries include plays, short stories, novels, poetry, biography, autobiography, literary criticism, and history. Works from classical times through the 20th century are represented, as well as selected authors from various countries other than England and the United States. Information on ordering films and an order form is included. (ARH)

ED 294 281 CS 506 149

Seiffert, Mark A.; Riffle, Sharon

Communication Apprehension and Willingness To Communicate as Related to Perceptions of Communication Competence.

PUB DATE- Nov 87
NOTE- 26p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; Behavior Patterns; *Communication Apprehension; Communication Research; Higher Education; *Interpersonal Communication; *Interpersonal Competence; Social Cognition
IDENTIFIERS- *Willingness to Communicate

Defining "willingness to communicate" as the degree to which an individual will talk to others in various situations, a study was conducted to test the hypothesis that a linear composite of the dimensions of communication apprehension and willingness to communicate is significantly related to a linear composite of the dimensions of communication competence. Approximately 300 undergraduate students completed three survey instruments that measured (1) willingness to communicate; (2) communication apprehension; and (3) communication competence. Data were analyzed using canonical correlation analysis and the Pearson Product-Moment Correlation. Results supported the hypothesis. A relationship appeared to exist between communication apprehension, willingness to communicate, and perceptions of interpersonal communication competence. Most of the weight for those relationships, however, fell with dyadic and group apprehension. Willingness to communicate appeared to have an effect, but the effect was not large. (Copies of the three survey instruments, tables of data, and 30 references are appended.) (FL)

ED 294 295 EA 019 776

Coffey, Bettye; And Others

The Albuquerque Public Schools/University of New Mexico Administrative Internship Program: A Unique Response to Today's Realities.

PUB DATE- Oct 87
NOTE- 23p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Charlottesville, VA, October 30-November 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; *College School Cooperation; Educational Change; *Educational Cooperation; Elementary Secondary Education; Higher Education; *Internship Programs; Program Implementation; *Schools of Education; State Legislation
IDENTIFIERS- *Albuquerque Public Schools NM; *University of New Mexico

The ability of university programs in educational administration to provide students with on-the-job experience has been severely constrained by lack of available resources and school districts' apparent lack of interest. Internship programs typically lack (1) a critical mass of internship settings; (2) a sufficiently large number of students; (3) a continuing seminar to guide the experience; and (4) faculty members willing and able to oversee field experience programs. In response to demands for educational reforms, the 1986 New Mexico State Legislature passed legislation requiring all prospective educational administrators to complete an approved "apprenticeship" program. Since then, the University of New Mexico Department of Educational Administration and Albuquerque Public Schools have been examining ways to overcome impediments to designing and implementing appropriate internship experience. They examined a program that encourages teachers to return to the university one day weekly to enhance their pedagogical skills. The program is totally funded through participants' salary remissions that cover year-long fellowships, tuition, books, and travel. This paper describes the program's basic design, reviews activities and issues emerging during 1987, outlines expansion plans, and suggests ways to implement similar partnership programs elsewhere. Included are two appendices. (MLH)

ED 293 986 CE 049 722

Pocock, Barbara
Man-Made Skill: Women Challenging the Tradition in England, Sweden and Germany. Ideas for Australia.
TAFE National Centre for Research and Development, Payneham (Australia).
REPORT NO.- ISBN-0-86397-108-3
PUB DATE- Dec 87
NOTE- 125p.
AVAILABLE FROM- Nelson Wadsworth, P.O. Box 4725, Melbourne, Victoria 3001, Australia.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Comparative Education; *Employed Women; Employment Practices; Equal Education; Equal Opportunities (Jobs); Foreign Countries; Lifelong Learning; Postsecondary Education; Secondary Education; Sex Fairness; Technical Education; Unions; *Vocational Education; *Womens Education
IDENTIFIERS- Australia; England; Sweden; West Germany

Based on a three-month visit by the author in mid-1987, this paper examines the experience of women in technical and vocational education in England, Sweden, and the Federal Republic of Germany. The observations are often compared to women's experience in Australia. Following an overview, the report summarizes general approaches to vocational education in England, Sweden, and Germany. It next examines initial vocational training, including the dual system in Germany, the Manpower Services Commission and Youth Training Scheme in England, and integrated education in Sweden. The fourth chapter looks at adult women's vocational education in the context of lifelong learning. Issues related to the role of collective bargaining and increasing women's representation in unions are discussed next. The final chapter, on industry development and regional policy, describes how industrial policies may be used to improve women's position in employment. An appendix lists the organizations visited during the study. The document concludes with a bibliography. (SK)

ED 294 027 CE 050 070

Military Draft. Potential Impacts and Other Issues. Report to the Ranking Minority Member, Subcommittee on Defense, Committee on Appropriations, U.S. Senate.

General Accounting Office, Washington, D.C.

REPORT NO.- GAO/NSIAD-88-102
PUB DATE- Mar 88
NOTE- 64p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies: free; additional copies: $2.00 each; 100 or more: 25% discount).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Armed Forces; Enlisted Personnel; *Military Service; National Defense; *Volunteers
IDENTIFIERS- *Military Draft

A study estimated the impacts of returning to a draft on the federal budget, the effectiveness of the active-duty force, and the civilian economy. It investigated how industrialized countries raise and manage their armed forces. Experts offered arguments on the purported advantages and disadvantages of a force comprised of volunteers only, as opposed to a mixed force of draftees and volunteers. In contrast to earlier studies that estimated higher costs for a draft, this study found that a draft would result in budgetary savings. The draft force would be much less effective because it would have 26 percent fewer careerists and 51 percent more personnel in the first 2 years of service than the current volunteer force. The draft would result in a larger pool of reservists. Another finding was that such steps as increasing the force size could be taken to counteract the loss of force effectiveness, but these measures would lower estimated budgetary savings. Updating data from previous studies showed that the costs (resources lost to the civilian economy) of a draft could range from $3 to $9 billion annually. Countries that draft were found to have experienced significant ground combat and have larger standing forces, proportionately more manpower in their armies, shorter terms of service, and more developed reserve structures than insular countries that rely on volunteers to meet manpower requirements. (YLB)

ED 294 069 CG 020 735

Poole, Gary D.
Estimates of Preventability and Their Relation to Health Behavior.
PUB DATE- Apr 87
NOTE- 23p.; Paper presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attribution Theory; College Students; Foreign Countries; *Health Promotion; Higher Education; *Individual Power; *Locus of Control; *Physical Health; *Prevention; Preventive Medicine; *Student Attitudes
IDENTIFIERS- Canada

It was hypothesized that a person's estimates of the preventability of health problems would be related to health behaviors such that a person who engages in healthful behavior should make higher estimates of preventability. A study was conducted to investigate the relationship between causal attribution of health problems and health-related behavior. College students (N=57) completed the Preventability Scale by estimating the extent to which a number of problems could have been prevented by the victim of the problem. Their estimates, reported in terms of the percentage of cases that they considered to be preventable, constituted the dependent variable. Subjects also completed the Multidimensional Health Locus of Control scales and a self-report questionnaire of health-related behaviors. The independent variable was the frequency with which subjects engaged in such health-related behaviors as exercise, diet control, smoking, and thrill seeking. The results showed that subjects differed significantly regarding their estimates of preventability of heart attack depending upon how much jogging and other exercise they did. People who jogged often though heart attacks and hypertension were more preventable than did subjects who jogged less often or not at all. The findings have implications for cognitive behavior modification and cooperation with prescribed lifestyle changes. (Author/NB)

Short, Pamela Farley; Monheit, Alan C.
Employers and Medicare as Partners in Financing Health Care for the Elderly.
National Center for Health Services Research and Health Care Technology Assessment (DHHS/PHS), Rockville, MD.
REPORT NO.- NCHSR-88-1
PUB DATE- Dec 87
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Employers; *Federal Programs; *Financial Support; Futures (of Society); *Health Insurance; Health Needs; National Surveys; *Older Adults; Population Trends; *Retirement Benefits
IDENTIFIERS- *Medicare

This paper begins by noting that at the time that Medicare was enacted in 1965, the plans for funding Medicare through a mix of public and private financing mechanisms seemed quite adequate. It goes on to explain how, 20 years later, the situation is changing enough to create a need to examine whether there is a fairer or more efficient way to maintain current levels of health insurance for the elderly. Of particular interest in this report is the role that employers can or should be expected to play. Data from national surveys and other sources are assembled to provide a description of the employer-sponsored insurance of Medicare beneficiaries currently and to speculate on the future direction of retiree health benefits. The 1977 National Medical Care Expenditure Survey (NMCES) and the more recent Survey of Income and Program Participation are used to examine patterns and trends in enrollment. NMCES provides additional data concerning the payment of premiums by employers and retirees and the provisions of the insurance. Sections of the report focus on current retiree benefits, uneven access to employer-sponsored insurance, and looking to the future. A technical note gives further information on data sources and definitions. (NB)

ED 294 183 CS 211 166

Davis, Kevin

Improving Students' Writing Attitudes: The Effects of the Writing Center.

PUB DATE- May 87
NOTE- 12p.; Paper presented at the Annual Meeting of the East Central Writing Center Association (Youngstown, OH, May 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; Freshman Composition; Higher Education; *Peer Evaluation; *Peer Teaching; *Student Attitudes; Writing Improvement; *Writing Laboratories; Writing Research
IDENTIFIERS- Basic Writing

A study was designed to ascertain the effect writing centers and peer tutoring have on the attitudes of student writers. Subjects, 121 students enrolled in either basic writing or English composition courses at Davis and Elkins College, had their attitudes toward writing measured. Over the semester the attitudes, of both those that did (43) and did not (78) visit the writing center, were recorded and compared. In addition, the attitudes of students who received peer feedback in class were considered. Results indicated that although the attitudes of all students engaged in writing improved, those who visited the writing center showed the greatest gains in positive attitude. Findings suggest that writing centers are performing a valuable service by contributing to the improved attitudes of student writers. Also, as more process-oriented teachers begin to use peer review in their freshman writing courses, writing centers must adjust to serve a growing community of writers outside English department composition courses. (Four tables of data are included, and eight references are appended.) (MS)

ED 294 225 CS 211 210

Shafer, Richard
How Third World Journalists View Their Role in the National Development Process: A Philippine Case Study.
PUB DATE- Jul 88
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Developing Nations; Foreign Countries; *Journalism; National Programs; Newspapers; *Press Opinion
IDENTIFIERS- Journalism Research; Journalists; *Philippines; *Press Role

Addressing issues of the provincial journalist's role in developing countries, a study interviewed 54 journalists throughout the Philippines during the height of the Philippine Revolution. In unstructured interviews, journalists were asked about their own views on what the role of the press in national development should be, as well as questions regarding their own class origins, allegiances, and opinions about the Philippine Development Communication model. Findings indicated that overall, journalists were an economically depressed intellectual elite who assumed either the active role of power broker and government critic, or the less critical passive role of government propagandist. In addition, analysis showed that the influence of provincial journalists was mitigated by harsh economic and political constraints and that they worked either for or against national development, depending on their own political, economic, and social circumstances. (Nine references are appended.) (MM)

ED 294 239 CS 211 227

Baer, Eugene M.

An Evaluation of Integrating Literature in the Composition Class.

PUB DATE- Mar 88
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Classroom Research; *Cognitive Development; *Freshman Composition; Higher Education; Problem Solving; Reader Response; *Reading Writing Relationship; Student Writing Models; Writing Processes
IDENTIFIERS- *Perry Scheme of Intellectual Ethical Development; Writing Development

A study investigated the effects on students' cognitive development of a freshman composition course in which reading, writing, and discussion were integrated in an attempt to increase students' awareness of ambiguities, uncertainties, and complexities. The design of the one-semester course was derived from William Perry's theory of epistemological development, and primary instructional strategies were problem solving and reader response. To study the effects of the course structure, the work of six students was monitored closely through interviews and examination of their assigned writings (including journals and four essays). The essays were categorized into one of the following six categories of epistemological development (adapted from Perry): dualism, multiplicity pre-legitimate, multiplicity subordinate, multiplicity correlate, relativism correlate, and commitment foreseen. Results showed that the cognitive development of five students increased two or more levels. A case study of one student who initially resisted the approach but whose writing improved considerably further illustrates the success of the course design. The writing of this excellent student was flawed by her insistence on writing five-paragraph themes and by her dualistic thinking. Over the course of the semester, however, the student progressed to exploring real issues and discovering options--moving from dualism toward multiplicity. She ventured away from the five-paragraph structure, and her final essay began to exhibit a sense of writing to communicate. (Eleven references are attached.) (ARH)

ED 294 309 EA 019 982

Educational Cooperation in Asia and the Pacific: 20 years of NIER's Activities.

National Inst. for Educational Research, Tokyo (Japan).

PUB DATE- Oct 87
NOTE- 123p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developing Nations; *Educational Cooperation; Educational Innovation; Elementary Secondary Education; *Foreign Countries; International Cooperation; *International Organizations; *International Programs; Program Descriptions; *Program Development; Technical Assistance
IDENTIFIERS- *Asia (East); *National Institute for Educ Research (Japan); UNESCO

In 1967, the National Institute for Educational Research (NIER) of Japan, in cooperation with Unesco, launched its Regional Programme for Educational Development in Asia. This document was published to commemorate the 20th anniversary of this program. It consists of papers by separate authors recording the accomplishments of the NIER regional program in Asia thus far. After a foreword and a congratulatory message from the assistant director-general for the coordination of Unesco activities in Asia and the Pacific, chapter 1 consists of four papers recalling the beginning and implementation of the Unesco-NIER program: "At the Time of the Launching of Unesco-NIER Regional Program" by Dr. Kihei Koizumi; "Regional Cooperation in Education: The Early Year" (sic) by Mr. Raja Roy-Singh; "Twenty Years After" by Mr. Leo R. Fernig; "Asian-Pacific Regional Cooperation in Educational Innovation: 1974-85" by Dr. A. Latif; and "NIER's Educational Cooperation Programme in Asia and the Pacific" by Dr. Hiroshi Kida. Chapter 2 documents the 20 years of NIER's educational cooperation program in Asia, and includes an outline of regional cooperation activities, activities organized between 1967 and 1986, and participants of the regional activities. Notes about the authors and an editor's note are appended. (TE)

Barnes, Susan
The Development of the Texas Teacher Appraisal System.
Texas Education Agency, Austin.
PUB DATE- Apr 87
NOTE- 37p.; Paper presented at the Annual Meeting of the American Research and Education Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advisory Committees; Boards of Education; Elementary Secondary Education; Evaluation Criteria; Evaluators; Meetings; *Program Effectiveness; *Program Evaluation; Public Schools; Research and Development; School Surveys; *Teacher Evaluation
IDENTIFIERS- Texas Education Agency; Texas Teacher Appraisal Instrument; *Texas Teacher Appraisal System

The Texas Education Agency instigated the teacher appraisal system to determine decisions concerning the career ladder, contract renewals, and staff development. In fall 1984, the agency staff researched teacher evaluation through a literature review and through interviews with administrators from 156 school districts. This research dictated the indicators and criteria for the system. An advisory committee scrutinized the work. A survey in spring 1985 validated the content of the system. In September 1985, the State Board of Education examined the draft materials, advised on revisions, and authorized an examination of the draft proposal. A pilot study was authorized in October, involving six school districts from 1985 to 1986. In March, the state board improved the pilot system, reported the results of a bias review and a teacher questionnaire, and rejected the replacement of the state appraisal instrument with local instruments. Forty educators were trained to train local appraisers in April 1986. In fall 1986, the agency staff conducted a study to determine the adequacy of the teacher appraisal instrument. In February 1987, the state board authorized a revision review panel to examine field research and recommend changes in the system. Anticipated April revisions in the system necessitate more data analysis. A selected bibliography, 10 tables, and 5 attachments are included. (RG)

ED 294 014 CE 050 041

Guidelines for Teaching Keyboarding.
Vocational Curriculum Resource Center of Maine, Fairfield.
SPONS. AGENCY- Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Adult and Secondary Vocational Education.
PUB DATE- 87
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Check Lists; *Classroom Techniques; Elementary Education; *Keyboarding (Data Entry); *Office Occupations Education; *Program Development; Secondary Education; *Teaching Methods

This guide is intended to assist persons developing a keyboarding curriculum for use with students in grades 1 through 8. The relevance of teaching keyboarding at the elementary level is discussed. Steps in separate plans for teaching keyboarding in grades K-2, 3-6, and 7-8 are outlined. A checklist for planning a keyboarding program and a list of hints, helps, and suggestions are included. A list of resource persons, information services, and software preview centers and a sample bibliography are provided. Concluding the guide is a keyboarding position paper that covers course objectives, placement and course length, certification and proficiency requirements, equipment needs, evaluation criteria, and topics that should be included in an elementary-level keyboarding curriculum. (MN)

ED 294 042 CE 050 096

Setting Up an Apprenticeship Program. A Step-by-Step Guide in Training Apprentices for Skilled Occupations. Revised.

Employment and Training Administration (DOL), Washington, DC. Bureau of Apprenticeship and Training.

PUB DATE- 84
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Apprenticeships; Experiential Learning; *On the Job Training; Postsecondary Education; Program Costs; Program Development; *Skilled Occupations; Standards
IDENTIFIERS- Department of Labor

This booklet describes how an apprenticeship program can be established in any industry and for any occupation requiring skills that take one or more years to learn. Topics covered briefly in the booklet include the following: how an apprenticeship program is started, recommended minimum standards, basic provisions, on-the-job instruction, and cost of apprenticeship. Four appendixes provide information on allocating work time, scheduling work processes, and determining credit for experience, as well as some occupations that are learned through apprenticeship. Regional, state, and area offices of the U.S. Department of Labor are listed, as are state apprenticeship agencies. (KC)

ED 294 099 CG 020 765

Machell, David F.

The Recovering Alcoholic Police Officer and the Danger of Professional Emotional Suppression.

PUB DATE- Apr 88
NOTE- 17p.; Paper presented at the Annual Meeting of the Academy of Criminal Justice Sciences (San Francisco, CA, April 4-8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcoholism; *Emotional Problems; *Police; *Psychological Needs; *Rehabilitation Counseling; *Rehabilitation Programs

Psychic battering can be defined as a continual condition of conflict-inducing happenings. In some professions that are high in psychic battering, mechanisms for accommodating battering are reinforced over time and become ingrained into the personality's modus operandi. A police officer can develop a conditioned emotional response which has as a main feature "professional protective emotional suppression (PPES)." Professional protective emotional suppression is a mental process of emotional containment which is necessary to help a person to hold together under psychic battering. Alcoholism is a disease of emotional suppression, treated by cathartic release and resolution of feelings, notions certainly opposite to professional protective emotional suppression. The recovering alcoholic police officer is suffering from the disease of alcoholism and from PPES. In the treatment of alcoholic police officers, police organizations and supervisors within the organizations need to be aware of the recovering officer's needs. Individual or group counseling with a non-psychiatric addiction treatment specialist who understands PPES is highly desirable. (Author/ABL)

ED 294 253 CS 506 118

Ellis, Dwight M.

Communications at the Crossroads: Parity and Perceptions of Minority Participation.

PUB DATE- Jun 87
NOTE- 40p.; Paper presented at the Invitational Conference on Minorities and Communications sponsored by the Howard University School of Communications and the University of Texas at Austin College of Communications (Washington, DC, June 18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - General (140)
DESCRIPTORS- Asian Americans; Blacks; *Broadcast Industry; Communications; Cultural Influences; *Employment Opportunities; Hispanic Americans; *Mass Media; Media Research; *Minority Group Influences; Minority Groups; *Newspapers; Nonprint Media; Population Trends; Programing (Broadcast); Racial Balance; Racial Distribution
IDENTIFIERS- Howard University DC; *Media Ownership

In some areas of employment in mass communications Blacks and other minorities have made impressive gains, but in others, such as the newspaper industry, there is a distinct lack of minorities in the work force. The chance that this situation will change is highly likely because the media industries in America are finding it necessary to diversify both their personnel and programming. Blacks, Hispanics, Asians, and Native Americans comprise nearly 30 percent of the U.S. population and by the end of the century they may constitute more than half of all Americans. This change will significantly affect all TV advertising and programming. An examination of the relationship of language, culture, and politics provides meaningful insight into current barriers to greater empowerment for racial and cultural minorities in the United States. Several recent court rulings and the extension of protections and remedies to broader segments of American groups means that competition for the prizes of empowerment and success is increasing. Still, the struggle for greater parity and participation for minorities in media will continue as a cyclical mission. However, the quality of progress will not advance solely from programmatic endeavors--inspired leadership, present and future, will make the difference. (Thirty-one notes, 24 references, and five addendums containing data on minority employment in broadcasting, total number of broadcast stations and number of minority owned stations, and minority employment on newspapers, are appended.) (MS)

ED 294 268 CS 506 134

Gaziano, Cecilie
Parents' Attitudes toward the Economic Futures of Their Daughters.
PUB DATE- Nov 86
NOTE- 30p.; Paper presented at the Meeting of the Midwest Association for Public Opinion Research (Chicago, IL, November 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Career Development; Employment Patterns; *Parent Attitudes; Parent Influence; Sex Bias; *Sex Differences; *Sex Role; *Sex Stereotypes; Sexual Identity; Social Science Research
IDENTIFIERS- Parent Expectations

In order to evaluate parents' attitudes toward their children's economic futures and to find out how attitudes might differ because of the sex of the child, a survey was conducted in the Twin Cities (Minnesota) metropolitan area. The survey consisted of 405 telephone interviews with parents of children between the ages of 10 and 19, divided equally into four groups: fathers referring to sons, fathers referring to daughters, mothers referring to sons, and mothers referring to daughters. The results suggest that parents' sex, children's sex, and parents' education are the strongest predictors of parents' attitudes toward sex roles and expectations of their children. Both mothers and fathers of girls tended to take somewhat stereotyped views of their children's educational needs, personality development, and future occupations. Their responses suggested a stronger orientation toward family life for girls, as opposed to a greater emphasis on jobs for personal happiness. Fathers of daughters had the lowest level of occupation expectations for their children among all the parent groups. Mothers of daughters were relatively more supportive of expanded work opportunities for women than fathers of daughters were. Mothers talking about sons stood out as the group with the highest expectations of their children and the most traditional views of male and female roles. (Seven tables of data are included, and 24 references are appended.) (ARH)

ED 294 336 EC 202 503

Storch, Ivy S.
Meeting the Needs of Learning Disabled Preschoolers: Suggestions for Classroom Activities.
PUB DATE- 87
NOTE- 16p.; Print is light and may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Anxiety; Child Development; *Class Activities; *Classroom Techniques; Educational Therapy; *Individual Needs; Interpersonal Competence; Intervention; *Learning Disabilities; Mainstreaming; Motor Development; Play; Preschool Children; Preschool Education; Psychoeducational Methods; Psychomotor Skills; Sequential Approach; *Skill Development; Teacher Role; *Teaching Methods
IDENTIFIERS- Choice Behavior; Transition Time

This paper reviews instructional strategies for dealing with learning-disabled preschool children in mainstreamed classrooms. It focuses on the teacher's role in developing the child's abilities in the areas of social skills, choices and anxiety, sequencing and routine, transition periods, and motor skills. To enhance social skills, peer interactions can be encouraged during free play periods, and art activities can be used to foster the relationship between the child and his environment. To reduce anxiety when the child is confronted with choices, the classroom should be arranged into specific areas for the different daily activities. The learning-disabled child needs sequencing and routine in his life, and many group activities that provide this are suggested. Transition periods may be eased by discussing the day's activities beforehand, announcing when a change of events is forthcoming, and making transition into a game. Fine and gross motor skills can be fostered during free play time or movement time by developing instructional strategies through task analysis. (Author/JDD)

ED 294 364 EC 202 533

Lytle, James; Penn, William
Special Education: Views from America's Cities.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- Council of the Great City Schools, Washington, D.C.
PUB DATE- Nov 86
NOTE- 95p.
AVAILABLE FROM- Research for Better Schools, 444 North Third St., Philadelphia, PA 19123 ($30.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Compliance (Legal); Decision Making; *Disabilities; Educational Policy; Elementary Secondary Education; Eligibility; Evaluation Methods; Federal Legislation; High Risk Students; Incidence; *Program Evaluation; Referral; *Special Education; Student Evaluation; Student Placement; *Urban Education; Vocational Education

The report contains descriptive results of a study of special education operations in 33 city school systems. Results were organized according to seven themes: (1) variation in local implementation in Public Law 94-142, the Education for All Handicapped Children Act; (2) magnitude of the referral, evaluation, and placement process; (3) limited exit from special education programs; (4) limited participation in vocational education programs; (5) involvement of special education in district decision making; (6) need for impact data to evaluate special education programs; (7) recommendations for special education policy makers. Among study conclusions were the following: variation was seen among districts in the percent of students enrolled in special education and in funding levels; the referral, evaluation, and placement process represents a significant demand on special education resources detracting from treatment capability; the largest number of students identified as handicapped were in the specific learning disability category; increasing numbers of "at risk" students are referred to special education due to a lack of options in regular programs; and the participation rate of handicapped students in vocational programs is far below that of non-handicapped students. Among recommendations was the development of a longitudinal database on special education. (DB)

ED 294 001 CE 049 966

Svendsen, Dian Seslar; Wijetilleke, Sujatha
Navamaga: Training Activities for Group Building, Health and Income Generation.
Overseas Education Fund, Washington, DC.; Women's Bureau of Sri Lanka, Colombo.
REPORT NO.- ISBN-0-912917-00-8
PUB DATE- Jun 83
NOTE- 335p.; Photographs may not reproduce clearly.
AVAILABLE FROM- OEF International/Publications, 1815 H Street, NW, 11th Floor, Washington, DC 20006 ($12.00; Spanish and French editions, $14.00 each).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Change Agents; *Developing Nations; *Economic Development; Experiential Learning; Foreign Countries; *Group Dynamics; Guidelines; *Health Education; *Leadership Training; Learning Activities; Needs Assessment; Nutrition Instruction; Planning; *Program Development; Self Evaluation (Individuals)
IDENTIFIERS- *Income Generation; Sri Lanka

This handbook, which grew out of a timing project for development officers in rural Sri Lanka and which is intended for development workers around the world, consists of more than 50 training activities that enable women's and mixed groups to work together to carry out health and income generation projects. The handbook is based on several philosophies: experiential or participatory learning; valuing one's own experience; and expanding from the person outward. The activities in the book are designed to help the participants to (1) learn more about themselves; (2) develop leadership skills; (3) work more effectively with others; (4) assess personal and community needs; (5) identify health and nutrition problems; (6) set and meet their goals; (7) plan and implement small-scale projects to increase their incomes and improve their families' health; and (8) make needed changes in their lives. Activities include information about their purpose, materials needed, time required, and procedures for carrying them out. The handbook contains anecdotes about village life and is illustrated with line drawings and black and white photographs. (KC)

ED 294 057 CE 050 146

Cyert, Richard M., Ed.; Mowery, David C., Ed.
Technology and Employment. Innovation and Growth in the U.S. Economy. Executive Summary.
National Academy of Sciences - National Research Council, Washington, DC. Committee on Science, Engineering, and Public Policy.
PUB DATE- 87
NOTE- 30p.; For the full report, see ED 286 063.
AVAILABLE FROM- National Academy Press, 2101 Constitution Avenue, NW, Washington, DC 20418.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adults; Basic Skills; Career Education; *Dislocated Workers; *Economic Progress; Employment; *Employment Opportunities; Employment Projections; Job Layoff; Job Skills; *Outplacement Services (Employment); Public Policy; Reduction in Force; *Technological Advancement; *Unemployment; Vocational Adjustment

Technological change will contribute significantly to growth in employment opportunities and wages. However, workers in specific occupations and industries may have to move among jobs and careers. Slow adoption by U.S. firms of productivity-increasing technologies is likely to cause more job displacement than their rapid adoption. New technologies are not likely to change the level of job-related skills required for the labor force as a whole. Technological change will not limit employment opportunities for individuals entering the labor force with strong basic skills. The evidence suggests that (1) displaced workers who receive substantial advance notice of permanent job loss experience shorter periods of unemployment, (2) Title III of the Job Training Partnership Act does not serve the needs of many displaced workers, and (3) displaced worker adjustment assistance programs reduce the duration of unemployment and result in higher wages in new jobs. Recommendations emphasize three broad initiatives in public and private sector policies: public policies to aid worker adjustment to technological change, public policies to support the development and application of advanced technologies, and improvements in labor-management cooperation in the adoption of new technologies, as well as improvements in private managers' expertise in evaluating and implementing new technologies. (YLB)

ED 294 084   CG 020 750

Salkever, David S.
Morbidity Costs: National Estimates and Economic Determinants. NCHSR Research Summary Series.
National Center for Health Services Research and Health Care Technology Assessment (DHHS/PHS), Rockville, MD.
REPORT NO.- DHHS-PHS-86-3393
PUB DATE- Oct 85
NOTE- 20p.
GRANT- HS-04369
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cost Estimates; *Disabilities; *Diseases; *Economic Factors; *Employees; Epidemiology; Health; Labor Economics; Labor Force; Males; National Surveys
IDENTIFIERS- *Morbidity

This study developed new national estimates of morbidity costs and examined trends in disability and labor-force participation for the noninstitutionalized population of males aged 17 to 64. Based on 1974-1978 data from the Health Interview Survey, the study found 2.7 million working-age males unable to work, 5.4 million working-age males with chronic health problems, and 272 million work days lost annually during 1974-1978. The annual morbidity cost was estimated to be $51.9 billion (in 1975 dollars) when education, occupation and industry were held constant, and $64 billion when these factors were not held constant. Debility costs, a component often omitted in previous studies, accounted for 24.4 and 30 percent of these totals. Cost estimates for 61 specific health problem categories were derived. Descriptive analysis of trends for the 1969-1980 period showed a correlation between increases in reported disability and declines in labor-force participation rates for the 45-54 and 55-64 age groups, but the magnitude of the disability increase was not large enough to fully explain the labor-force participation decline. (Author/AA)

ED 294 128 CG 020 794

Payne, Barbara; Brewer, Earl D. C.
Views of Retirement by Active and Retired Protestant Ministers.
PUB DATE- Nov 87
NOTE- 17p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (40th, Washington, DC, November 18-22, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Activities; *Age Differences; *Clergy; Employees; *Expectation; Housing; Human Services; Income; *Life Style; *Protestants; Recreational Activities; *Retirement
IDENTIFIERS- Presbyterian Church

The Protestant ministers' occupational characteristics affect their retirement experience. Unlike most retirees, Protestant ministers tend to experience residential and church moves. A national study was conducted to examine the effects of retirement experienced by retired ministers and anticipated by active ministers of the Presbyterian Church in the areas of housing, income, services, and activities. Questionnaires were completed by 1,154 active ministers and 635 retired ministers. The results revealed a highly significant difference between the actual age of retirement for retirees and the anticipated age of retirement for active ministers, suggesting that ministers retire at later ages than they estimate. Compared to active ministers, more retirees owned homes. There was a significant difference in the images of the adequacy of the levels of income by retired and active ministers. The actual income received by retirees was considered very or comfortably adequate by over 60% of retirees, while less that 20% of active ministers anticipated an adequate retirement income. Active ministers anticipated using more services than retirees reported actually using. Items dealing with activities retirees had done or active ministers anticipated doing during retirement revealed significant differences between the two groups on 11 of the 14 items. Data may be useful in making retirement policy decisions. (Author/NB)

ED 294 142 CS 009 123

Ridout, Susan Ramp; Bailey, Kevin Sue
The Reading Clinic.
PUB DATE- 87
NOTE- 49p.; For a related document, see CS 009 124.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Curriculum Guides; Education Majors; Elementary Education; Experiential Learning; *Field Experience Programs; Higher Education; Parent Teacher Conferences; *Practicums; Practicum Supervision; Preservice Teacher Education; *Reading Centers; Reading Diagnosis; *Reading Instruction; Reading Teachers; Remedial Reading; *Student Teaching; Undergraduate Students
IDENTIFIERS- Indiana University Southeast

Organized to allow undergraduate and graduate students to work together in helping children learn to read, this practicum manual provides guidelines and materials needed for the undergraduate section of the Methods of Teaching Reading II Reading Practicum at Indiana University Southeast. In addition to the syllabus, which includes a course calendar, course description and objectives, and written assignment formats, this manual supplies information concerning: (1) the reading clinic, with a sample lesson plan/log, weekly evaluation form, and student evaluation form; (2) the case report component, including case report guidelines, examples, and a sample criteria sheet for the case report; and (3) the parent conference, with a conference checklist, sample conference sheet, and pre- and post-conference instructions. Clinic communication forms, forms for use in the clinic, and handouts for use in the practicum are appended. (MM)

ED 294 156 CS 009 140

Blake, Robert W.

Reading and Writing about Poetry and the Reconstruction of Reality: How College English Majors Read a Poem.

PUB DATE- 88
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- College English; Discussion (Teaching Technique); English Instruction; Higher Education; *Literary Criticism; *Poetry; Prewriting; *Reading Processes; *Reading Strategies; *Reading Writing Relationship; Student Writing Models
IDENTIFIERS- *Aesthetic Reading; English Majors; Interpretive Research; *Writing about Literature

In an effort to learn more about the teaching of reading and interpretation of poetry, a structured experiment was devised whereby college English majors used a combination of reading, writing and discussion to study James Wright's poem "A Blessing." The primary aim was to involve the students emotionally in a poem. Students were encouraged to give immediate, uninhibited responses and to reconstruct their own versions of reality as triggered by the poetic text. Before reading the poem, students wrote accounts of personal experiences in order to sensitize them to the mood of the text. Students next read the poem quickly, wrote their general impressions of it, and discussed what they had written with small groups of peers. The poem was then re-read more systematically, and both visual and linguistic symbols were used to interpret it. This was followed by a second discussion in small groups, a more definitive written account describing and evaluating the poem, and finally a discussion of the poem by the class as a whole. The experiment revealed the importance of the movement from individual study to large group discussion and the power of physical engagement with a poem--using visual techniques as well as linguistic ones--as interpretive tools. (Eight references are attached.) (MHC)

Nugent, Harold E.
Sentence Combining and Organizing Principles.
PUB DATE- Oct 83
NOTE- 16p.; Paper presented at the Conference on Sentence Combining and the Teaching of Writing (2nd, Oxford, OH, October 20-22, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Studies; English Instruction; *Heuristics; Higher Education; Linguistics; Organization; Prewriting; *Protocol Analysis; Secondary Education; *Sentence Combining; Student Writing Models; Tagmemic Analysis; *Writing (Composition); Writing Exercises; Writing Instruction; *Writing Processes; Writing Skills

IDENTIFIERS- *Instructional Models; Writing Strategies

Sentence combining is a powerful tool for structuring information and can be used effectively throughout the composing process. The teaching of composition can integrate into the composing process a number of concepts, including the use of heuristics, intellectual strategies, organizing principles, and sentence combining. A useful model for the composing process is a protocol analysis developed by Linda Flower and John Hayes (1980) which has four operations: assigning, planning, translating, and reviewing. The use of heuristics is designed to help the writer retrieve information he or she already knows, to point to information not known but available by reading and observing, and finally, to aid the writer in discovering organizing principles for the paper. The heuristic procedure consists of a worksheet that includes the intellectual strategies of view, illustration, classification, analogy, setting, order and change, cause-effect, and focus. Together the instructor and student compile the linguistic cues and connectives that signal to the reader the logical relationships of ideas. A study of one student's use of this integrated approach shows that it provides the writer with a method to move effectively through the various stages of the composing process. Using sentence combining during both the exploring and clarifying that occur throughout the composing process can contribute to more efficient composing and subsequently to more effective communication. (Four notes and nine references are appended.) (MS)

ED 294 198 CS 211 182

Young, Art

Writing, Literature, and General Education.

PUB DATE- Nov 87
NOTE- 15p.; Paper presented at the Annual Meeting of the South Atlantic Modern Language Association (Atlanta, GA, November 6, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College English; Content Area Writing; Education; English Departments; English Literature; Freshman Composition; Higher Education; *Literature; Theory Practice Relationship; *Writing (Composition); *Writing Instruction
IDENTIFIERS- Bloom (Allan); Cultural Literacy; Hirsch (E D); Process Option Pedagogy

Connections between stereotypical attitudes toward English studies and the apparent lack of integration in curricula and pedagogies make it useful to examine the "process/content debate." Representative voices in this debate have been strident: cultural literacy is paraphrased as expressing that it is not important what can be known, as long as the same thing is known by all, and process pedagogy is said to proclaim that what is learned is not important, as long as how to learn it is known. In the field of English, process is associated with writing and content is associated with literature. However, process and content are extremely important in the teaching of literature and the teaching of writing. Process means establishing a context in the classroom in which learning and communication can occur, one which focuses on how to read student writing and how to listen to student voices. Content is literature, defined as broadly as possible to include traditional genres, non-fiction prose, theories, practices, classics from the canon and works by women and minorities. For a coherent general education program in English, the ideal involves the integration in all courses of process and content, writing and literature. (MS)

ED 294 212 CS 211 197

Slater, Marsha S.
Collaboration as Community: Outcomes of Conducting Research on One's Colleagues.
PUB DATE- Mar 88
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 7-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Career Education; Classroom Research; *Content Area Writing; Interdisciplinary Approach; Limited English Speaking; Mathematics Instruction; Physical Education; Research and Development; Science Instruction; Secondary Education; Second Language Learning; *Teacher Attitudes; Theory Practice Relationship; *Writing Across the Curriculum; Writing Apprehension; Writing Processes; Writing Research
IDENTIFIERS- Centers of Excellence in English; Collaborative Inquiry; Colleague Consultation; Teacher Researchers; *Writing to Learn

A series of interviews carried out over a 6-month period investigated: (1) why and how five New York City high school teachers used writing-to-learn across the curriculum, and, (2) the outcome of conducting research on one's own colleagues. Subjects were a math teacher, a physics teacher, and a career education teacher from a high school for limited English proficient students (where the researcher herself taught), and a biology teacher and a health and physical education teacher from a large, comprehensive academic high school in Manhattan. Findings revealed that all teachers displayed a lack of confidence in themselves as writers, and viewed writing as a means of getting students to communicate and clarify their ideas. Also, all subjects changed their classroom management style because of their work with writing-to-learn, encouraging more group work and extensive collaborative learning techniques. The study also revealed some of the positive outcomes of conducting research in one's own school--greater professional interdependence and collaboration, reduced writing anxiety among students and teachers, more awareness of the writing process by teachers, and more confidence in trying out new teaching strategies. Being a colleague/researcher affords a special point of view: a collegial, learning, non-evaluative perspective. (ARH)

ED 294 282 CS 506 150

Corey, Jennifer M.; German, Kathleen M.

Mrs. Aquino Goes to Washington: Completing the Romantic Myth in Corazon Aquino's 1986 Address to the Joint Session of Congress.

PUB DATE- Apr 88
NOTE- 15p.; Paper presented at the Annual Meeting of the Central States Speech Association (Schaumberg, IL, April 16-18, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Discourse Analysis; Foreign Countries; *Foreign Policy; Government (Administrative Body); Government Role; International Relations; Mythology; Persuasive Discourse; Political Attitudes; Presidents; Public Speaking; *Rhetorical Criticism; Rhetorical Invention
IDENTIFIERS- *Aquino (Corazon); Audience Awareness; Congress; Leader Succession; Narrative Text; *Philippines; Rhetorical Effectiveness; Rhetorical Strategies

Corazon Aquino's appearance before the U.S. Congress provides an opportunity for the rhetorical critic to study (1) how the form of speech--particularly the romantic form--enabled Aquino to establish the legitimacy of her claims as President of the Philippines; (2) how she used her role as Benigno Aquino's widow to complete the romantic myth; and (3) what long-term implications this mythic form imposes for the Aquino presidency. The romantic mythos of hero meeting and defeating villain after a prolonged struggle occurs on three distinct levels in the Aquino address. First, the physical confrontation between Ferdinand Marcos and Benigno Aquino establishes the myth. Second, democracy wages its war against the evils of oppression as the Filipino people rally to the cause of freedom, and finally, the global confrontation of democracy and communism involves the United States and newly free Philippines in alliance. By inviting the United States to assume the role of the martyred "Ninoy" as husband and protector, Aquino seals the success of her appeal, evident from the positive reactions from Congress. However using the romantic myth may have both good and bad long-term implications. On the negative side, the myth may add to Aquino's posture as an impotent, fragile leader. On the positive side is the potent emotional impact in both the Philippines and the United States, which has empowered a politically disenfranchised people and resulted in extra aid. (Thirty-one notes are included.) (MS)

ED 294 296 EA 019 778

Bredeson, Paul V.
Languages of Leadership: Metaphor Making in Educational Administration.
PUB DATE- Oct 87
NOTE- 17p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Charlottesville, VA, October 30-November 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Figurative Language; *Leadership; *Metaphors; *Organizational Communication; *Persuasive Discourse

Leaders in any organization can usually see beyond their immediate surroundings and stir the consciousness, emotions, and energies of others to move in a similar direction. This paper suggests metaphor as a useful construct for understanding how people in schools respond to these elusive, yet persuasive leadership influences. Metaphoric languages are at the heart of organizational leadership and communications and provide helpful frameworks for enhancing teaching, research, and educational administration practice. Recent research has explored how metaphors underlying organizational life are generated, how they represent organizational processes, and how they guide the actions of those within particular social settings. Using metaphor as an instructional device allows students to examine school structures, beliefs, values, and social norms from multiple perspectives. One example might be comparing schools and service stations. Using metaphor as a research tool can provide distinctive lenses for viewing, describing, and interpreting social phenomena and can help create new realities, concepts, and ways of viewing the same phenomena. For example, viewing the school through rational/mechanistic, organic, or critical theory lenses is bound to produce varying results. The most important application of metaphor to administrative practice is as a tool for creative insight into organizational problem-solving. Since leadership is the exercise of influence, school leaders' choice of metaphors can be a source of power. Included are 17 references. (MLH)

ED 294 350 EC 202 518

Dildy, Dennis R.
Transition: New Challenge for Special Education.
PUB DATE- Oct 87
NOTE- 13p.; Paper presented at the Annual Conference of the Association for the Severely Handicapped (14th, Chicago, IL, October 29-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Cooperative Planning; Delivery Systems; *Disabilities; *Education Work Relationship; Employment Opportunities; Parent Participation; *Program Development; Program Effectiveness; Secondary Education; *Special Education; Student Educational Objectives; Student Needs; *Transitional Programs; Vocational Education
IDENTIFIERS- Texas

Special education students who graduate or age-out of school are often not successful in making the transition from school to work. Transition services in Texas are grounded in federal civil rights legislation and a Texas Senate concurrent resolution which calls for preparing and supporting the successful transition of handicapped students to the adult world. Transition is defined, its goals outlined, and targeted special-needs students are specified. An Individual Transition Plan forms a written record of the student's long-range goals for employment and how they will be met. The Transition Plan should: outline programming and future opportunities; contain precise objectives and activities; have input from parents, students, educators, and adult service agencies; and be longitudinal in nature. The importance of cooperative efforts among members of the transition team is stressed. Several factors to be considered in implementing the transition plan are specified, such as residence requirements, leisure activities, medical and insurance needs, etc. Cooperative planning factors that facilitate or create barriers to the effective delivery of transition services are listed. The paper concludes with a list of eight transition task force goals. (JDD)

ED 293 987 CE 049 798

Handbook of Private Accredited Trade and Technical Schools 1988.
Career Education That Works for America.
National Association of Trade and Technical Schools, Washington, DC.
PUB DATE- 88
NOTE- 84p.
AVAILABLE FROM- NATTS Publications, P.O. Box 10429, Dept. 88,
Rockville, MD 20850 (Free).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use
(055)
DESCRIPTORS- *Accreditation (Institutions); Curriculum; Evaluation
Criteria; Occupational Information; Postsecondary Education;
*Private Schools; Program Content; *Proprietary Schools; *School
Choice; *Technical Education; *Trade and Industrial Education

This handbook includes general information about factors to consider when selecting a trade and technical school and detailed information about the program offerings of all of the private technical schools that were accredited by the Accrediting Commission of the National Association of Trade and Technical Schools as of September 1, 1987. Important factors to consider when comparing the feasibility of different careers are discussed in the first section. The second section contains alphabetically arranged descriptions of 98 careers that can be learned in two years or less along with state-coded lists of accredited trade and technical schools offering training programs in the specific occupational areas. Private career schools and guidelines for choosing one are the subject of the third section. The importance of accreditation is explained. The next section, a state-by-state listing of accredited trade and technical schools, includes each school's address and a listing of its program offerings. A brief set of career questions and answers concludes the guide. (MN)

ED 294 028 CE 050 072

Agricultural Chartbook 1988. Agriculture Handbook No. 673.
Department of Agriculture, Washington, D.C.

PUB DATE- Apr 88
NOTE- 115p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 001-019-00582-3).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Agricultural Education; *Agricultural Production; *Agricultural Trends; *Agriculture; Agronomy; Animal Husbandry; Conservation (Environment); *Economics; Farmers; Farm Occupations; *Field Crops; Land Use

These charts present an overview of the current economic health of American agriculture. The charts move from the national and international arenas to farm economic health measures and crop and livestock trends. A small amount of descriptive narrative accompanies most of the charts. Charts depicting the economic picture of U.S. agriculture include national and international economies, agricultural trade, farm economy, crop production, and meat and livestock production. The majority of the charts are background charts for U.S. agriculture. They focus on farm population, farmworkers, income, food and fiber system, agriculture and the general economy, assets and finance, inputs, costs and returns, land use, land values, irrigation, timber products, conservation, farmer cooperatives, population, income, poverty, employment, banking, federal funds, economic indicators, consumer prices, food marketing costs, food consumption, diet, family economics, food assistance, child nutrition and food distribution, producer subsidy equivalents, U.S. trade, world production, world trade, livestock, dairy, poultry, rice and other grains, wheat, coarse grains, soybeans, fibers, vegetables, fruit, tropical products, sugar, tobacco, and transportation. An index is provided. (YLB)

ED 294 043 CE 050 097

Waite, Linda J.; Berryman, Sue E.
Job Stability among Young Women: A Comparison of Traditional and Nontraditional Occupations. A Rand Note.
Rand Corp., Santa Monica, Calif.

SPONS. AGENCY- Ford Foundation, New York, N.Y.
REPORT NO.- RAND-N-2570-FF
PUB DATE- Nov 86
NOTE- 33p.; For a related document, see ED 266 268.
GRANT- 820-0408
AVAILABLE FROM- Rand Corporation Publications Department, 1700 Main Street, Santa Monica, CA 90406-2138 ($4.00; 25 or more: 25% discount).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Development; Employer Employee Relationship; *Employment Patterns; Employment Problems; *Females; *Labor Turnover; Military Personnel; *Nontraditional Occupations; *Work Attitudes; *Work Life Expectancy; Young Adults

This study explores young women's retention in sex-atypical jobs in the military and in civilian firms. It tests the hypothesis that women tend to leave stereotypically male jobs at higher rates than they leave stereotypically female jobs. The study models job turnover over a one-year period as a function of (1) the sex composition of an occupation in the national labor force; (2) the extent of potential mismatch between the employee and the job; (3) the attractiveness of the job; (4) the attractiveness of alternatives to employment; and (5) demographic and social characteristics of the individual. Tests of the hypothesis, using data from the National Longitudinal Survey of Youth Labor Market Behavior, provide no evidence that being in a nontraditional occupation increases the chances that a young woman will leave her current employer. The military sector shows a more complex relationship between occupational typicality and women's exit from the services. (KC)

ED 294 115 CG 020 781

Horn, Marjorie C.; Mosher, William D.
Use of Services for Family Planning and Infertility, United States, 1982. (Data from the National Survey of Family Growth, Series 23, No. 13).

National Center for Health Statistics (DHHS/PHS), Hyattsville, MD.
REPORT NO.- ISBN-0-8406-0350-9
PUB DATE- Dec 86
NOTE- 67p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Adults; Age Differences; *Contraception; Cultural Differences; *Family Planning; Females; Health; Human Services; Mothers; National Surveys; Racial Differences; *Sexuality; Socioeconomic Status; Use Studies
IDENTIFIERS- *Infertility

The National Survey of Family Growth is a periodic survey conducted by the National Center for Health Statistics, and designed to produce national estimates of statistics on fertility, family planning, and aspects of maternal and child health that are closely related to childbearing. This report presents statistics based on data collected in the 1982 National Survey of Family Growth on the use of services for family planning and infertility by women between the ages of 15 and 44 years of age who had ever had sexual intercourse. Data is provided on the following aspects of family planning and infertility services: (1) the percent of persons who had ever made a family planning visit, age at first visit, and services received at first visit; (2) visits in the last 3 years, by type of service provider, kinds of services received, and source of payment; and (3) infertility services, including type of services received and most recent source. The percent who used services is shown by race, Hispanic origin, age, and selected socioeconomic characteristics. Users of services are shown by the source of the service and socioeconomic characteristics. Twenty-one detailed data tables are included. Technical notes, definitions of terms, and Section E of the Under 25 questionnaire are appended. (NB)

ED 294 184 CS 211 167

Lundsteen, Sara W.
Critical Thinking in Problem Solving: A Perspective for the Language Arts Teacher.
PUB DATE- Nov 86
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (76th, San Antonio, TX, November 21-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Convergent Thinking; *Creative Thinking; *Critical Thinking; Divergent Thinking; Elementary Secondary Education; *Language Arts; *Problem Solving; Skill Development; Teacher Influence; *Teacher Role; Teacher Student Relationship
IDENTIFIERS- *Creative Problem Solving; Thinking Skills

Because language arts processes and related skills depend on thinking processes, teachers should know, use, and guide creative problem-solving processes in their language arts class. Creative problem solving involves a balance of divergent and convergent thought, reflected in the processes of creative and critical thinking. Divergent, or creative, thinkers defer judgment while looking for and accepting many ideas. Critical thinking involves the highly conscious use of standards to make judgments. Although both aspects are involved in the problem solving process, the divergent, creative aspects should be developed first to avoid killing the needed brainstorming portions of creative problem solving with critical judgment. Students use various styles of creative/critical thinking in problem solving and they can be grouped as follows: (1) rigidly inhibited thinkers, who have difficulty understanding ideas and are concrete in their verbalizations; (2) undisciplined thinkers, who distrust others' ideas and are quick to criticize them; (3) acceptance-anxious thinkers, who tend to unquestioningly accept the opinions and ideas of others; and (4) creative thinkers, who value and learn from their own and others' ideas. Although schools tend to reinforce only the acceptance-anxious style, language arts teachers can encourage all children to develop critical thinking skills by examining the conflicts and behavior inherent in literature and by discussing the problems and possible solutions in the invented situations of the story. (Eight references are appended.) (MM)

ED 294 226 CS 211 212

Essential Skills: Writing.
Kentucky State Dept. of Education, Frankfort.
PUB DATE- Nov 84
NOTE- 21p.; For related document, see CS 211 213.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; Basic Skills; *Course Objectives; *Educational Objectives; Elementary Secondary Education; Grammar; Public Schools; Punctuation; Skill Development; Spelling; State Curriculum Guides; *Writing Evaluation; *Writing Skills
IDENTIFIERS- Kentucky

This manual lists skills in the area of writing (including composition, mechanics, and structure/usage) considered essential for pupils to progress to the next higher level of achievement. The skills, described in terms of behavioral objectives, are listed according to grade, and grades kindergarten through 12 are covered. Students at the lower levels are expected to be able to perform such tasks as identifying the correct meaning of rebus sentences, the correct use of a question mark, or the appropriate word order in a sentence, while students at upper levels must demonstrate their reading ability by identifying the correct use of transition within a paragraph, constructing a comparison/contrast paragraph, or writing a precis of material studied at grade level. A list of educational consultants and their addresses is attached. (ARH)

ED 294 310 EA 019 984

Student Information Management System (SIMS). The SIMS School System Conversion Manual. Revised: May 1, 1987.
North Carolina State Dept. of Public Education, Raleigh. Div. of Student Information Management.

PUB DATE- May 87
NOTE- 130p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Responsibility; Attendance Records; Check Lists; *Database Management Systems; Data Collection; Elementary Secondary Education; *Microcomputers; Principals; Public Schools; Records (Forms); *Student Records
IDENTIFIERS- *Data Conversion; North Carolina; *Student Information Management System

This manual has been designed to assist in the conversion of schools to the SIMS (Student Information Management System) School System. SIMS is based on a software package modified for use in the North Carolina Public School System. The term "conversion" refers to the process of changing the current records system to a new one, thus converting to a new computerized system. The process includes establishing parameters and information needed to operate the system and loading student records into the new system. The first section explains the role of the principals and the local school administrative unit in the implementation and operation of the system. Information to prepare a school for conversion to SIMS includes a discussion of policy considerations, a review of terms, and guidelines for administering the system. The section on conversion procedures describes steps that all schools must take to ensure a successful conversion as well as successful operation. The operations section presents a suggested step-by-step approach to using the system in schools. The additional considerations section provides information that will affect use of the system both now and in the future, including the following: (1) certifying system use; (2) user support; (3) monthly maintenance; and (4) restoring the system when the entire system is lost. The final section contains reference materials and includes sample system forms. (MLF)

ED 294 015   CE 050 042

Donaldson, Gordon A., Jr.; Rog, James
From Craftsperson to Teacher: A Planning Document for a Vocational Teacher Development System in Maine.
Vocational Curriculum Resource Center of Maine, Fairfield.
SPONS. AGENCY- Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Adult and Secondary Vocational Education.
PUB DATE- Dec 87
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Secondary Education; *Statewide Planning; *Systems Approach; *Teacher Education; Teacher Responsibility; Teaching Skills; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Maine

This document is intended to stimulate the development of a statewide system to support the improvement of teaching in Maine's secondary vocational schools. It is arranged in three parts. Part 1 assesses the professional demands on Maine's vocational teachers in the following competency areas: understanding students, managing the laboratory environment, manipulating knowledge, and using productive teaching strategies and teaching decisions. Part 2 builds on the principles established in part 1 to construct the framework for a model for developing teaching skills, knowledge, and judgment. In the third part of the document, nine suggestions are made for providing beginning vocational teachers with appropriate preteaching experiences, for beginning teaching, and for continuing teachers' professional development. The following are among the suggestions made: (1) provide mandatory preteaching institutes at regional sites for new entrants to the profession who have had no introduction to teaching; (2) use experienced vocational teachers and specialists to conduct the institutes; (3) train administrators, veteran teachers, and specialists in the principles of mentoring and make them available for individualized mentorships and small group seminars for at least two years; (4) involve all secondary vocational educators in training designed to create a common language of teaching for the state's vocational schools and use it in professional development activities; and (5) make instructional development in the vocational setting a major and continuous focus of regional resource networks, state educational administrative bodies, and professional associations. (MN)

ED 294 070 CG 020 736

Westbrook, Heloise Demoin; Sarvela, Paul D.
An Impact Evaluation of a Rural Southern Illinois Community Health Education Geriatric Care Staff-Training Program. Revised .
PUB DATE- 87
NOTE- 13p.; An earlier version of this paper was presented at Health Care Association (Nashville, TN, May 6, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Client Characteristics (Human Services); *Community Health Services; Health Personnel; *Home Programs; *Older Adults; Program Evaluation; *Stress Management; *Training; *Work Environment

The increasing numbers of elderly persons in the United States has resulted in the need for community programs which enable the elderly to remain in their homes. It appears that home health care is one method of providing needed basic assistance to the rural elderly population in a cost-efficient manner. This study was conducted to examine the impact of a geriatric care staff-training program on two problem areas frequently present in the home health care worker environment: worker stress management and the incontinent client. Data were collected from 158 rural/small town home health care trainees and analyzed using a separate-simple pretest-posttest evaluation design. The results indicated that there was a statistically significant increase in knowledge between pretest and posttest scores in the areas of both worker stress management and the incontinent client. Posttest data also suggest that the program had a positive impact on trainee attitudes concerning stress management and the incontinent client. This report describes the results of the impact evaluation of the community health education program and provides recommendations for future program development. (Author/NB)

ED 294 100 CG 020 766

Helping Youth Decide. Second Edition.

National Association of State Boards of Education, Alexandria, VA.

PUB DATE- Jan 86
NOTE- 26p.; A Spanish version of this publication, "Decidiendo Juntos" is also available. For related document, see CG 020 767.
AVAILABLE FROM- The Tobacco Institute/NASBE, P.O. Box 1176, Alexandria, VA 22313 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; Communication Skills; *Decision Making; Helping Relationship; *Interpersonal Communication; Listening; *Parent Child Relationship; Parent Role

This guide was written to help parents of adolescents establish effective parent-child communication and help their children learn to make sound decisions. It is divided into three parts. Part 1, Growing Pains, discusses what parents and children might go through during the adolescent years and explains the developmental tasks of adolescence. Part 2, How to Help, suggests ways that parents can use to develop more open lines of communication with their teenagers and to guide them in decision making. A section on how not to communicate gives examples of typical responses parents may have to an adolescent which can be classified as threatening, preaching, blaming, analyzing, pacifying, probing, and avoiding. Possible reactions of adolescents to these types of responses are explored. Suggestions are given for how parents can become better listeners. Parents are encouraged to be attentive, encourage talk, try to empathize, and listen with respect. In talking to adolescents, parents are encouraged to show respect, be brief, be aware of one's tone of voice, and be specific. Eight steps are presented which parents can use to teach responsible decision making. Part 3, Homework for You Both, includes materials designed to help parents implement the ideas presented in the guide. Samples of the youth and parent questionnaires are included. (NB)

ED 294 240 CS 211 228

Dandy, Evelyn Baker
Dialect Differences: Do They Interfere?
PUB DATE- Apr 88
NOTE- 14p.; Paper presented at the Annual Meeting of the Minority Advising Program and Minority Recruitment Officers (4th, Savannah, GA, April 19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bidialectalism; *Black Dialects; Black Stereotypes; Code Switching (Language); *Educational Environment; Elementary Secondary Education; Language Styles; Language Variation; Learning Processes; Nonstandard Dialects; Nonverbal Communication; Oral Reading; Phonology; Sociolinguistics; Student Attitudes; *Teacher Attitudes
IDENTIFIERS- Black Communication

Because an instructor's attitude toward students' language is a crucial factor in determining whether students will be active participants in the educational process, it is important for teachers to be aware of dialect differences. Labelled by many as "nonstandard," Black English is a dialect derived from Gullah, a creole based on English and West African languages. Black English: (1) is not spoken by all Blacks all of the time--many Blacks are bidialectal; (2) shares many features with other dialects of English; and (3) is a legitimate linguistic system that has its own rules. Several studies, as well as classroom observation, reveal that teachers often fail to understand alternate dialects and allow dialect difference to interfere with their assessments of their students' abilities. For example, although a study of children and adults in two southern cities revealed that the pronunciation of "skr" for "str" is a common Black English dialect alternation, one student, a good reader, became deeply embarrassed when his teacher repeatedly corrected him during oral reading for pronouncing the "skr" alternation. This type of practice causes students to form negative attitudes about school. Teachers can help their students by understanding that all dialects are logical, rule-governed systems; being courteous and supportive; correcting only for meaning; pointing out the advantages of code switching; and serving as appropriate models. (Twenty-seven references are attached.) (ARH)

ED 294 269 CS 506 135

Gaziano, Cecilie
The Role of Psychographic Analysis in Developing Mass Communication Theory.
PUB DATE- 22 Apr 87
NOTE- 29p.; Keynote speech, Annual Communications Research Symposium, University of Tennessee, Knoxville, TN, April 22, 1987.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Audience Analysis; Individual Characteristics; Mass Media; *Media Research; Models; *Newspapers; Public Opinion; *Research Tools; Theories
IDENTIFIERS- Audience Research; *Journalism Research; Journalists; Media Use; *Psychographic Analysis; Readership Analysis; Subscribers (Newspapers)

Psychographic analysis--combining demographic and attitudinal characteristics into groups and looking at variations in those characteristics--is useful in newspaper research to expand theories of media publics. One effective segmentation strategy (used at Minnesota Opionion Research Incorporated--MORI) is to divide the population into four groups, based on relevant behavior and apparent likelihood of change in that behavior, and to use discriminant analysis to "predict" individuals who are users and non-users of a product or service. Another useful reader typology is a typology of mobility, showing how people relate to their communities and the role of that relationship to newspaper reading. A third typology measures attitudes toward media, news, and alienation from society, classifying the public into two groups--"sophisticated skeptics" and "less well informed and suspicious." These two subgroups are further defined by the variables of demographics, perceptions of media philosophies, perceptions of bias and opinion in media, and attitudes toward the media. In contrast to these audience groups, groups of journalists represent a typology which can contribute to a theory of people in the media. One such typology divides journalists into subgroups based on their age and relationship to their community. (Two pages of footnotes and 11 tables of data are appended.) (MM)

ED 294 324 EA 020 028

Scheduled Salaries for Professional Personnel in Public Schools, 1987-88. Part 1 of National Survery of Salaries and Wages in Public Schools. ERS Report.

Educational Research Service, Arlington, Va.

PUB DATE- 88
NOTE- 113p.; For 1986-87 edition, see ED 283 296.
AVAILABLE FROM- Publication Sales, Educational Research Service, 2000 Clarendon Blvd., Arlington, VA 22201 (Stock No. 219-21750; $36.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; Elementary Secondary Education; Enrollment; Expenditure per Student; Geographic Regions; National Surveys; Principals; *Professional Personnel; Public Schools; *Salaries; School Districts; School District Size; *School Personnel; School Statistics; Superintendents; Tables (Data)

This report lists contract salaries of superintendents and the minimum and maximum salaries scheduled in 1987-88 by 1,728 responding school systems for 21 other selected professional positions surveyed. The length of the school year is also noted. Eighteen summary tables show percentile distributions, means, and ranges of minimum and maximum salaries scheduled; three of these tables compare 1987-88 data with that collected in previous surveys and relate scheduled salary levels for various professional positions to those for classroom teachers. Tables report summary data on the length of the work year and the scheduled daily rate of pay for selected positions. Data showing the number of school systems employing personnel in each position category surveyed and the number and percent of these with salary schedules for each position are also shown. Summary data are presented according to enrollment size of the school system, per pupil expenditure for current operations, and the geographic region in which the school system is located. The tables reflect a summarization of the data reported by the school systems in the sample; no attempt has been made to obtain estimates of national statistics for personnel categories listed. (MLF)

ED 294 337 EC 202 504

Runco, Mark A.; Albert, Robert S.
Exceptionally Gifted Children's Personality Dispositions, and Their Relationship to Parental Personality and the Family Environment.
PUB DATE- Apr 87
NOTE- 16p.; Paper presented at the Society for Research in Child Development Biennial Meeting (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academically Gifted; Child Development; Elementary Education; Family Characteristics; Mathematics; *Parent Attitudes; *Personality Traits; Psychological Testing; Sciences; *Student Characteristics
IDENTIFIERS- California Psychological Inventory

The California Psychological Inventory (CPI) was administered to 54 exceptionally gifted (either high IQ's or high math science abilities) preadolescents and their parents. The profiles and factor structure of the 18 CPI scales were examined. The profiles of the parents were relatively even, suggesting that they are intellectually and socially effective. The Achievement via Independence scores were particularly high. The preadolescents' profiles were generally lower than the parents', with very low average scores on the Well Being scale and high scores on the Flexibility scale. Five factors were extracted from the scores of each group. Factor scores reflected several differences between exceptionally high IQ subjects and exceptionally high math-science subjects such as on the Poise factor. (Author/DB)

ED 294 002 CE 049 993

Jacobsen-Webb, Marilyn-Lu, Ed.
Potentials Unlimited: Nursing Practice, Education and Administration. Nursing Research Conference Proceedings (1st, Fresno, California, April 8, 1987).
California State Univ., Fresno. Dept. of Nursing.
PUB DATE- 8 Apr 87
NOTE- 101p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; Aging (Individuals); Children; Clinical Experience; Higher Education; Infant Mortality; Infants; *Job Performance; Medical Case Histories; Medical Research; *Medical Services; Medicine; Minority Groups; *Nurses; Nursing; *Nursing Education; Older Adults; Patients; Scientific Research; Stress Management

The purposes of this conference were: (1) to present research representing a variety of topics and study designs; (2) to disseminate findings of nursing research; and (3) to stimulate the use of research and theory as a basis for clinical, educational, and administrative practice. The keynote address and two invited presentations are presented in full: "Fulfilling Nursing's Potential through Research" (Schlotfeldt); "Feasibility of Generating Researchable Problems in Nursing Practice, Education, and Administration" (Huckabay); and "Minorities in Nursing Research" (Richards). Abstracts are provided for other conference presentations including: "The Case for Philosophical Inquiry in Nursing" (Allen); "Non Empirical Research in Nursing" (Fowler); "Faculty Report on the Organization and Structure of the Clinical Laboratory Experiences of Senior Students in Baccalaureate Nursing Programs" (Makarem); "Effects of Teaching Critical Elements of Psychomotor Skills to Baccalaureate Nursing Students" (Paulfrey); "Persistence among Registered Nurse Students in a Baccalaureate Program" (Dehn); "Is There a Difference in Clinical Performance between Graduates of R.N. Programs?" (Jacobsen-Webb); "Needs Assessment of Registered Nurse Students in a Baccalaureate Nursing Program" (Rabago); "Family Systems Functioning and Family Physical Health Practices" (Phipps); "The Stability of Cognitive Functioning in the Institutionalized Elderly" (Ivan); "Social Support and Self-Care Health Practices in the Independent Elderly" (Redelfs); "Adolescent Hypertension and Associated Cardiac Risk Factors" (Ellis); "The Effect of Blood Volume Status on Pulmonary Artery Pressures" (Schwartz-Lookinland, Shoemaker); "The Effects of Relaxation on Anxiety and Classroom Behavior in School Children" (Rector); "Multidimensional Stress Management in Nursing Education" (Russler); "Stress Management among Filipino Nurse Executives" (Flores); "Fiedler's Contingency Theory of Leadership: Implications for Nursing" (Ivan); "Coping Behaviors and Social Support among Women Caregivers of Frail Elderly in the Home" (Coleman); "Social Support and Maternal Perceptions in Primigravidas" (Hughes); "Nursing Intervention in the Maternal Perception of the Premature Infant" (Brownell); and "A One Year Mortality Study of the Most Critically-Ill Children in a Pediatric Intensive Care Unit" (Medicus). (YLB)

ED 294 085 CG 020 751

DePanfilis, Diane
Literature Review of Sexual Abuse.
National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.
REPORT NO.- ISBN-1-55672-016-5 DHHS-OHDS-87-30530
PUB DATE- Aug 86
NOTE- 61p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Child Abuse; Children; Criminals; Family Problems; Intervention; *Laws; Prevention; *Rehabilitation; *Sexual Abuse; *Victims of Crime

This document provides a review of recent, state-of-the-art literature concerning the nature, extent, dynamics, and effects of child sexual abuse and examines America's preventive intervention and treatment efforts for child sexual abuse. After an extensive presentation of the problems of defining terms in sexual abuse, these topics are discussed: (1) scope of the problem, including incidence of abuse; (2) dynamics of sexual abuse, focusing on perpetrators, intrafamilial child sexual abuse, and sexual exploitation; (3) effects of sexual abuse on children and families; (4) prevention education for parents, efforts for professionals, efforts targeted at children, and an evaluation of prevention efforts; (5) intervention; (6) the legal response to child sexual abuse, including statutes and legal intervention; and (7) treatment for victims and offenders. A 226-item reference list and a 30-item selected bibliography are included. (ABL)

ED 294 129 CG 020 795

LeFlore, Larry; Lockhart, Lettie L.
Marital Problems of Rural/Small City Working Wives: A Study of the Nature and Severity of Marital Problems.
PUB DATE- May 86
NOTE- 29p.; Paper presented at the Annual National Association of Social Workers National Conference on Women's Issues (Atlanta, GA, May 28-31, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Employed Parents; *Employed Women; *Financial Problems; *Home Management; *Interpersonal Communication; *Marital Instability; Marital Satisfaction; Mothers; Sexuality; *Social Support Groups; Use Studies

An exploratory investigation was conducted to examine the nature and severity of marital problems as perceived by 211 employed married women in a small southern city, and the use of formal and informal social support systems in dealing with these problems. Responses to questionnaires exploring these issues were analyzed, revealing that problems related to communication were experienced by 59% of the wives, money related problems were experienced by 41%, household management problems were experienced by 40.8%, sex related problems were experienced by 36.5%, and relative/in-law related problems were experienced by 33.3% of respondents. The problems that were reported as being most serious were those related to alcohol, miscellaneous issues such as activities of husbands, and sexual matters. While 75% of respondents who reported experiencing sexual problems did not discuss them with anyone, at least 50% of respondents reported discussing problems related to alcohol, children, relatives, money, communication, and household management when they were experienced. Formal social support systems were used infrequently by respondents. (Author)

ED 294 143 CS 009 124

Ridout, Susan Ramp; Bailey, Kevin Sue
Supervising the Reading Clinician.
PUB DATE- 87
NOTE- 36p.; For a related document, see CS 009 123.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; Experiential Learning; Field Experience Programs; Graduate Students; Graduate Study; Higher Education; *Practicums; *Practicum Supervision; Reading Centers; *Reading Diagnosis; *Reading Instruction; Reading Teachers; Remedial Reading
IDENTIFIERS- Indiana University Southeast

Designed for graduate students supervising undergraduate work in a reading clinic, this practicum manual provides guidelines and materials needed for the graduate section of the Reading Practicum (Methods of Teaching Reading II) at Indiana University Southeast. In addition to the syllabus, which includes course description and objectives, course calendar, and written assignment formats, this manual supplies information concerning: (1) the reading clinic, with clinic guidelines, a sample lesson plan/log, and undergraduate "cluster roster;" and (2) the case report component, including case report guidelines and format, and example case reports. Clinic communication forms--including information letters and forms sent to parents, and a school summary sheet--and forms for use in the reading clinic--such as manufacturers' addresses, reading clinic schools' addresses, and weekly evaluation forms--are appended. (MM)

ED 294 254 CS 506 119

Kear, Lynn

Teaching Film Studies: The Viewer Response Approach.

PUB DATE- 88
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Auteurism; Classroom Techniques; Film Criticism; *Film Study; Higher Education; *Reader Response; Research Needs; Student Reaction; Teaching Methods
IDENTIFIERS- *Audience Response; Critical Theory; Film Theory; *Film Viewing

Louise Rosenblatt's reader response theory can be applied effectively to film study in the classroom. Although there are differences between film and literature, the processes that one uses to make sense of literature and film are similar, and Rosenblatt's theory provides not only a valuable addition to film theory, but teachers of film study will also find it a useful approach within the classroom. Other approaches, although valid and useful, do not focus much attention on the importance of the viewer experience. They neglect the viewer's contribution, especially what happens cognitively when a viewer encounters a film and how the viewer uses the viewing experience to make meaning. Still, a combination of approaches, rather than a reliance on one approach, will be more useful. Several teaching methods can be used with the viewer response theory, such as using journals, class viewing of films/videos, immediate response papers, lengthy response papers, small group study, and conferences. The viewer response approach can result in richer, more meaningful film viewing experiences for both teachers and students and provide the basis for further, more involved film study. (Forty-two references are appended.) (MS)

ED 294 365 EC 202 534

Willigar, Teresa; Rempel, Judith

Mentally Handicapped Persons and Immigration: A Brief Review.

Vocational and Rehabilitation Research Inst., Calgary (Alberta).

PUB DATE- Oct 87
NOTE- 14p.
AVAILABLE FROM- Vocational and Rehabilitation Research Institute Resource Centre, 3304 33rd St., N.W., Calgary, Alberta, Canada T2L 2A6 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Court Litigation; *Discriminatory Legislation; Foreign Countries; Legislation; *Mental Disorders
IDENTIFIERS- *Canada; Immigration Act 1976 (Canada); *Immigration Law

The report is a critical evaluation of the Immigration Act of Canada and how it structurally and explicitly discriminates against the entry of persons with mental handicaps into Canada. Pertinent sections of the act and their application as described in selected appeal cases are analyzed. It is concluded that the Canadian immigration law actually discriminates behind a cloak of fair play. (DB)

ED 293 988 CE 049 802

Lawson, V. K.; And Others
Read On! II. A Sequential Reading Series. Instructor's Guide.
Literacy Volunteers of America, Inc., Syracuse, NY.
SPONS. AGENCY- GTE Foundation, Stamford, CT.
PUB DATE- 88
NOTE- 72p.; For the other materials in this series, see CE 049 803-808. see, CE 049 803-808 and ED 292 956.
AVAILABLE FROM- Literacy Volunteers of America, Inc., 5795 Widewaters Pkwy., Syracuse, NY 13214 (Stock No. 81220, $4.00; complete set, $40.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Adult Reading Programs; *Beginning Reading; *Conversational Language Courses; English (Second Language); *Language Experience Approach; *Literacy Education; Second Language Instruction; Teaching Methods; Tutoring
IDENTIFIERS- *Assisted Reading Instruction

This guide is intended for use by teachers and tutors who are using the assisted reading method to teach reading to adult learners. The introduction describes the contents of the guide and the other materials in the Read On! II series, i.e., six textbooks, six workbooks, and a set of tutor resource sheets for use with learners at the beginning levels of the series. The second (and main) section gives an overview of a typical literacy lesson (including a discussion of adult learner characteristics, the schedule for a typical literacy lesson, supplies needed, and steps in using this guide within a lesson) and describes the instructional process used in the assisted reading technique. This section contains guidelines for placing students and detailed directions for implementing the following aspects of the technique: setting the context (before, during, and after reading); applying the instructional process when teaching word patterns, phonics, memorization of sight vocabulary, dealing with errors, teaching writing, and spelling; preparing materials for instruction; and teaching with learner-selected or learner-created materials. General principles applying to the series as a whole and specific hints for using each book in the series with persons learning conversational English are discussed in the next chapter. Vocabulary development, language experience stories, reading lyrics, reading and writing activities, learning games, comprehension/critical thinking, and kinesthetic activities are included in a chapter of additional activities for basic reading and conversational English learners. Appendixes include a model scripting example, lists of the sight words and patterns used in the Read On! II series, an alphabetical list of words used in the series, and a placement test. (MN)

ED 294 058 CE 050 148

Ganzglass, Evelyn; Figueroa, Jose R.
Using JTPA Performance Standards as a State Policy Tool.
National Governors' Association, Washington, DC. Center for Policy Research and Analysis.
PUB DATE- Apr 88
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Adults; Economically Disadvantaged; Employment Programs; *Evaluation Criteria; *Federal Programs; *Government Role; Job Training; Management Systems; *Performance; *Public Policy; Standards; *State Government; Unemployment
IDENTIFIERS- *Job Training Partnership Act 1982

This paper looks at performance standards and related policies as tools for influencing the direction of local programming as well as ensuring accountability throughout the service delivery system. It suggests various ways in which the different components of the Job Training Partnership Act's performance management system can be used to promote federal and state policy objectives regarding the targeting of appropriate services to individuals particularly at risk of chronic unemployment. The paper provides a brief examination of the new federal policy directions and focuses on the decisions that state officials must confront in light of these federal changes. Specific options are presented regarding the use of state authority to set performance standards, to structure incentives and sanction policies, and to decide the use of six percent set-aside funds. (YLB)

ED 294 157 CS 009 141

Scales, Alice M.; Zikri, Lawrence B.
Reading Habits of Adults in Egypt.

PUB DATE- 86
NOTE- 45p.; Paper presented at the Meeting of the World Congress on Reading of the International Reading Association (11th, London, England, July 28-31, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Literacy; Blue Collar Occupations; Developing Nations; Females; Foreign Countries; Males; Marital Status; Questionnaires; Reader Response; *Reading Attitudes; *Reading Habits; Reading Interests; Reading Research; White Collar Occupations
IDENTIFIERS- *Egypt; Reader Preferences; Reading Behavior; *Senegal

Investigating the reading habits of adults in Egypt, East Africa, a study examined 294 Egyptians (233 males and 61 females) in post-secondary education in Cairo, and in the industrial cities of Shopra El-Khema, and Impapa, El-Giza. Marital status, sex, and occupation were used to group the subjects. Subjects completed a 29-item questionnaire covering five reading habits categories--satisfaction with reading, types of material read, reading efficiency, ease and availability of obtaining reading materials, and impact of environment on reading. Results indicated that more married than single, and more males than females, read religious materials. Significant differences were also reported between males and females, and between white collar and professional subjects, regarding their reading habits. Findings from this study were compared with a reading habits study of 59 adult subjects in Senegal, West Africa. Comparison showed that both Senegalese and Egyptian subjects would like to read better, liked to read, read newspapers often, enjoyed reading fiction, would like to take a course to improve their reading, and retained most of what they read for a reasonable period of time. (Ten tables of data are included, and a reading habits questionnaire and 11 references are appended.) (MM)

ED 294 171 CS 211 137

Della-Piana, Gabriel M.; And Others

What Assessment of Reader-Writer Conferencing Can Externalize.

PUB DATE- Apr 88
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Research; Teacher Student Relationship; *Test Construction; Testing; *Test Use; *Writing Evaluation; *Writing Instruction
IDENTIFIERS- *Adaptive Instructional Models; Assessment Instruments; *Portrayal (Reporting Method)

This report first presents a brief analysis of the "Standards for Educational and Psychological Testing" that provides the basis for an argument that the test user/purchaser must see the possibilities in uncommon types of assessment before any test developer/publisher is likely to make them available. Next, six criteria (theoretical base, achievability, transfer, importance, intercoder agreement, and economy) guiding the development of a framework for the analysis of reader: writer conferencing are sketched out in a way that reveals why it may be seen as a plausible and important alternative assessment to complement direct product assessment of writing. Then, a framework for the analysis of reader: writer conferencing is briefly described along with data on intercoder agreements. The report then illustrates two approaches to portrayal, the conferencing transcript (between an elementary school teacher and a prospective elementary school teacher) and a graphic plus episodic representation, in order to determine "what is externalized" by the analysis of one-to-one conferencing. The report's conclusion--that the analysis of one-to-one conferencing between teacher and student, focusing on a draft of the student's writing, externalizes a number of variables that are elements of conferencing performance and that constitute or influence writing accomplishment--is then presented along with some implications for future research. (Two tables of data are included, and two conferencing transcripts and 40 references are appended.) (MS)

ED 294 199 CS 211 183

Beers, Terry
Decomposing Composing Conventions.
PUB DATE- Mar 87
NOTE- 19p.; Earlier version of this paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- English Instruction; Heuristics; Higher Education; *Rhetorical Invention; Social Values; Textbook Evaluation; *Writing (Composition); *Writing Instruction; *Writing Processes
IDENTIFIERS- Rhetorical Devices; Writing Contexts; *Writing Models

Recent research has invited critiques of the authoritative descriptions of composing found in many rhetoric textbooks. The concept of "convention" may be especially useful in rethinking the teleological basis of these textbook descriptions. Conventions found in composition textbooks need to be unmasked as arbitrary concepts which serve to perpetuate the decisions of others and to impose a linear order upon what is necessarily a chaotic process. The authority of printed textbooks coupled with the inclination of many students to reduce the complexity of writing tasks may outstrip some composition teachers' recent efforts to qualify textbook conventions and to encourage a more critical perspective. While the distinctions of invention, writing, and revising should be preserved, English teachers need to re-examine their attitudes toward these distinctions and how to best teach students to appreciate them. Instead of using clusters, Pentads, and brainstorming lists, a writer could begin with pleasure reading, physical exercise or dreaming. Requiring students to proceed with composition in conventional ways excuses them from the requirement to judge the contextual appropriateness of composing conventions and from inventing their own strategies for writing. (Two pages of references are attached.) (MHC)

ED 294 213 CS 211 198

Comprone, Joseph J.
The Narrative Topic and the Contemporary Science Essay: A Lesson from Loren Eiseley's Notebooks.

PUB DATE- Mar 88
NOTE- 18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Content Area Writing; Discourse Analysis; Essays; Expository Writing; Higher Education; Literary Criticism; *Literary Styles; *Narration; Natural Sciences; Rhetoric; Rhetorical Invention; Writing Across the Curriculum

IDENTIFIERS- Aristotle; *Eiseley (Loren); Narrative Text; *Scientific Essays

Rather than replace the modal methodology approach to writing with an aim or purpose-oriented pedagogy and criticism, it would be profitable for writing across the curriculum teachers to recycle the modes, using them as topics of generative and analytic invention. The move from mode to topic can be applied to the texts of contemporary science essayists, such as Loren Eiseley. There appear to be two rhetorical motives for Eiseley's reliance on the narratizing of science. First, Eiseley's complete dedication to the paleontologist's and anthropologist's inductive and deductive methods seems to be fraught with a writer's need to communicate, to transform the data and hypotheses gathered from his observations into ideas that the intelligent layperson might comprehend. The second motive locates itself in the space between Eiseley's fictionalized audience and the inductive/deductive methods he uses to observe, record, and interpret nature. Two needs are filled by these motives. His audiences are able to see wholes in parts, to relate fact and overall picture and arrive at new and more holistic senses of chronology, of species, and environment. The narrative impulse to know and express science in a more complete and more human way means to know and write as a scientist following a careful methodology, and, in storytelling, to make what has been learned understandable and significant to others. (Five notes are included, and 18 references are appended.) (MS)

ED 294 227 CS 211 213

Essential Skills: Writing Activities.
Kentucky State Dept. of Education, Frankfort.

PUB DATE- Jul 85
NOTE- 76p.; For related document, see CS 211 212.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; *Class Activities; Educational Objectives; Elementary Secondary Education; Newspapers; *Skill Development; Spelling; Teaching Methods; *Writing Instruction
IDENTIFIERS- Kentucky; *Writing Development

This collection of practical writing activities was designed to give classroom teachers a variety of approaches, options, and techniques for teaching the essential skills in writing. The activities are organized into units according to grade level, one series of activities following each writing objective determined to be an indicator of whether a student should pass to the next higher level of achievement. (No activities are listed for those essential skills for which mastery activities are self-explanatory.) The activities in the primary and intermediate grades are designed to be as multi-sensory as possible to meet the learning style needs of all students. These procedures include having children use cereal to form the numeral they are studying, draw pictures of a family and explain who the members are, or write an ending to a story a teacher begins orally. Activities at the upper levels often include discussion and are based on literature, newspapers, content area reading, or topics of interest to teenagers. A list of educators who compiled the book and their addresses is attached. (ARH)

ED 294 283 CS 506 152

Carlson, A. Cheree
The Rhetoric of the Know-Nothing Party: Nativism as a Response to the Rhetorical Situation.
PUB DATE- Apr 88
NOTE- 34p.; Paper presented at the Annual Meeting of the Eastern Communication Association (79th, Baltimore, MD, April 27-May 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Historical Materials (060)
DESCRIPTORS- Catholics; *Discourse Analysis; Immigrants; Patriotism; Political Influences; Political Issues; Protestants; *Rhetorical Criticism; Social Values; *United States History

IDENTIFIERS- Audience Awareness; Conspiracy; *Know Nothing Party; *Nativism; Nineteenth Century History; Nineteenth Century Rhetoric; Political Parties; Political Rhetoric; Rhetorical Effectiveness; Rhetorical Stance; Rhetorical Strategies

The Know-Nothing party of the 1850s was the first nativist party in American politics to gain importance and serves as an exemplar of how cultural nativism may be captured and turned toward political goals. The resurgence of nativist sentiment in the Know-Nothing era provides an excellent example of a rhetorical situation which seriously constrains the form of the accompanying rhetoric. To overcome the failings of nativist rhetoric, the Know-Nothings linked nativism to common American values in such a manner that audiences were convinced that nativism was consistent with American tradition. The Know-Nothing party created their conspiracy theory along traditional lines and by appealing to three basic concepts that were strong in the American mind at that time: secrecy, patriotism, and Protestantism. The use of these three basic American values enabled the party to construct a drama consistent with the values of the natives, thus easily incorporating it into the traditional American mythology. The failure of the Know-Nothing party was that it did not adjust its story to respond to the demands of the changing rhetorical situation, which include the party's refusal to acknowledge a strong competing counter-explanation of the country's problems and the party's ignorance of a dramatic change that had taken place in the American audience, that is the division of a country on the brink of civil war. (Fifty-three notes are included.) (MS)

ED 294 297 EA 019 791

Moersch, Christopher M.
The Effectiveness of Computer-Assisted Instruction, Cooperative Learning, Peer Tutoring, and Class Size on Academic Achievement: A Review.

PUB DATE- Jul 87
NOTE- 14p.; Paper presented at the Instructional Leadership Institute (San Diego, CA, July 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Accountability; *Class Size; *Computer Assisted Instruction; *Cooperative Education; Educational Change; Nontraditional Education; Outcomes of Education; *Peer Teaching; *Resource Allocation; Secondary Education
IDENTIFIERS- *Grossmont Union High School District CA

Since the publication of "A Nation at Risk," curriculum leaders have been under increased pressure to make more prudent, informed decisions about allocating district resources that will directly or indirectly lead to increased student achievement. The decision-making process should include a thorough investigation of the best and most cost-effective methodologies, strategies, and programs to achieve the desired outcomes. This paper summarizes the results of a study to provide Grossmont Union High School District (San Diego County, California) with a basis for comparing the effects of computer-assisted learning, cooperative learning, peer tutoring, and class size on academic achievement. A literature review yielded encouraging evidence concerning the effectiveness of cooperative learning and peer tutoring for increased academic achievement. Cooperative learning, employing the group study approach and group rewards for individual learning, produced higher achievement gains than conventional instruction. Numerous research studies support computer-based instruction as a viable supplementary medium for increasing student achievement, although additional research into microcomputer applications is needed. Class size had the least empirical support as a viable strategy for increasing student achievement. Excluded from this study were per capita student costs, physical space requirements, and scheduling considerations--important factors when allocating district funds to support a particular program. Included is a bibliography of 42 references. (MLH)

ED 294 351 EC 202 520

Graham, Steve; Dwyer, Ann

Effects of the Learning Disability Label, Quality of Writing Performance, and Examiner's Level of Expertise on the Evaluation of Written Products.

PUB DATE- 87

NOTE- 26p.; Portions of this document were published in the Journal of Learning Disabilities, volume 20, number 5, May 1987.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Elementary Education; Evaluation Problems; *Expectation; Interrater Reliability; *Knowledge Level; *Labeling (of Persons); *Learning Disabilities; Social Bias; Stereotypes; Student Evaluation; *Teacher Attitudes; Teacher Behavior; Training; Writing (Composition); *Writing Evaluation; Writing Skills

This investigation sought to determine the extent to which examiners' evaluations of writing performance were influenced by the learning disability label and to identify mediating variables which modify expectancy effects. Forty-four preservice regular education teachers were randomly assigned to one of two expectancy conditions (learning-disabled and normal) and were asked to score three 4th-grade essays which differed in terms of overall writing quality. Prior to scoring the essays, subjects were informed of the educational status (learning-disabled or normal) of the children who wrote the stories. In addition, half of the subjects received a brief introduction on how to use the scoring procedure, while the other half received intensive practice and training. Results indicated that the learning disability label did influence the scores that examiners assigned to children's essays. However, labeling effects were successfully attenuated by providing examiners with training and practice in scoring written products. Furthermore, the marks assigned to students' essays were influenced far more by the writing competence demonstrated by the child than by the disability label attached to the child. (Author/JDD)

ED 294 029 CE 050 074

Smith, Matthew G.
A Conditional Approach to Projecting Farm Structure.
Economic Research Service (DOA), Washington, DC. Agriculture and Rural Economics Div.
PUB DATE- Apr 88
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Agricultural Production; *Agricultural Trends; *Economics; Farm Management; Futures (of Society); *Mathematical Models; *Research Methodology; *Trend Analysis
IDENTIFIERS- *Farms; *Markov Processes

This report describes an approach for developing conditional projections of the U.S. farm structure. The traditional approach to projecting the distribution of farms by size uses a Markov model with stationary (constant) transition probabilities. Although a useful tool for extrapolation of current trends, the stationary Markov approach cannot model the impacts on farm structure of varying economic and social causal forces. Data are now available for developing Markov models with nonstationary transition probabilities. In this document, a simple nonstationary Markov model of U.S. farm structure is described and estimated and its performance in predicting actual changes in farm numbers and sizes through 1986 is assessed. The nonstationary Markov model makes fuller use of the information available and generates a path of structural change that seems closer to what actually occurred after 1978. (Author/KC)

ED 294 044 CE 050 098

Waite, Linda J.; And Others
The Effects of Parenthood on the Career Orientation and Job Characteristics of Young Adults. A Rand Note.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Population Research.
REPORT NO.- RAND-N-2576-NICHD
PUB DATE- Sep 86
NOTE- 36p.

CONTRACT- N01-HD-12819
AVAILABLE FROM- Rand Corporation Publications Department, 1700 Main Street, Santa Monica, CA 90406-2138 ($4.00; 25 or more: 25% discount).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Change; *Career Choice; Dual Career Family; Employed Parents; *Employment Level; Job Satisfaction; *Occupational Aspiration; *Parent Attitudes; Parents; *Work Attitudes; Work Life Expectancy; Young Adults
IDENTIFIERS- National Longitudinal Study High School Class 1972

Scholars of sex differentials in attainment in the labor market have long looked to the division of labor in the family--especially childbearing and rearing--as one source of these differentials. This study assesses the effects of the first birth on the career orientation and job characteristics of young adult males and females, using data from the National Longitudinal Study of the High School Class of 1972. It tests the hypothesis that those who become parents differ in their views of work even prior to the pregnancy that produces the first birth and that parenthood produces changes in career orientation over and above those existing earlier. The study also examines the average job characteristics of employed mothers and fathers to assess changes in these around the first birth. The results of the study show that mothers differ from nonmothers in several key respects prior to the pregnancy and that the first birth results in further changes. For men, no evidence of initial differences between those who become fathers and those who do not is found, and effects of parenthood are shown only for general career expectations. The results give some indication that new fathers become less focused on their careers in the years around the birth of their first child. (KC)

ED 294 071 CG 020 737

A Matter of Choice: Planning Ahead for Health Care Decisions. An Information Paper Prepared for Use by the Chairman and Ranking Minority Member of the Special Committee on Aging, United States Senate.

American Association of Retired Persons, Washington, D.C.

PUB DATE- Dec 86
NOTE- 97p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Chronic Illness; Death; *Decision Making; *Health Needs; *Individual Power; Legislation; Medical Services; Older Adults; *Planning
IDENTIFIERS- *Advance Directives; *Patients Rights

This report was written for policymakers, health care professionals, attorneys, social workers, members of the clergy, and others who counsel patients and their families or who advocate on behalf of the elderly. It was developed to facilitate the use of advance directives, such as "living wills" and durable powers of attorney, and to encourage communication between those who write directives and those who must carry them out. Chapter I explains why it is important to know how to plan ahead for decisions about health care and the problems that can arise in the absence of advance planning. Chapter II describes traditional approaches to health care decision making, such as the informed consent of the patient, family consent, and court proceedings for guardianship or conservatorship. Chapter III describes more recent approaches, known as advance directives, and explains the advantages and disadvantages of "living wills" and durable powers of attorney. It also provides basic information about federal and state laws and discusses the donation of anatomical gifts. Chapter IV presents a bibliography and chapter V gives a list of resources designed to assist the reader in obtaining additional information through further reading or by contacting one of the organizations listed. Chapter VI is a checklist for advisors. Twelve appendixes making up about half the document include living will legislation and a sample declaration, sample statutory forms for durable power of attorney, transcripts of other relevant legislation, and policy statements of three major medical, health care, and hospital associations. (NB)

ED 294 101 CG 020 767

Duquette, Donna Marie; Boo, Katherine
Helping Youth Decide: A Workshop Guide.

National Association of State Boards of Education, Alexandria, VA.
PUB DATE- 86
NOTE- 47p.; For related document, see CG 020 766.
AVAILABLE FROM- The Tobacco Institue/NASBE, P. O. Box 1176, Alexandria, VA 22313 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Adolescents; Communication Skills; *Decision Making; *Interpersonal Communication; *Parent Child Relationship; *Parent Education; *Parent Workshops

This guide was written to complement the publication "Helping Youth Decide," a manual designed to help parents develop effective parent-child communication and help their children make responsible decisions during the adolescent years. The workshop guide is intended to assist people who work with families to provide additional information and insight on communication and decision making skills. It contains an overview on planning and conducting a workshop which would offer parents a supportive environment to learn and practice new skills while benefiting from the experience of peers and experts. Workshop activity ideas are included. Part 1 outlines seven steps for planning a one-meeting workshop for parents or families. Part 2 offers tips on conducting an effective workshop. Part 3 describes six group activities to promote effective family communication and decision making and includes 24 discussion starter cards for use in the workshop or as homework for parents and youth. A resource list for parents and workshop leaders is provided at the end of the guide. (NB)

ED 294 116 CG 020 782

Drug Abuse Prevention: Further Efforts Needed To Identify Programs That Work. Report to the Select Committee on Narcotics Abuse and Control, House of Representatives.

General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO/HRD-88-26

PUB DATE- Dec 87
NOTE- 64p.
AVAILABLE FROM- U.S. General Accounting Office, Post Office Box 6015, Gaithersburg, MD 20877 (first five copies, free; additional copies, $2.00 each).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; *Community Programs; *Drug Abuse; *Drug Education; Federal Aid; *Federal Programs; Government Role; *Prevention; Program Evaluation; *State Programs

At the request of Congressman Charles B. Rangel, the General Accounting Office (GAO) conducted an investigation of federal efforts in drug abuse prevention and education activities, focusing on: (1) how the federal government provides leadership and coordination; (2) the federal agencies involved in drug abuse prevention and education activities; (3) how much agencies are spending and for what types of programs and activities; and (4) how programs and activities are evaluated for effectiveness. The GAO interviewed program, budget, and evaluation officials at 12 departments or agencies that were involved in prevention and education activities, concentrating efforts on agencies with the highest funding levels for such activities. The GAO analysis revealed an increase in funding for prevention and education in the area of drug abuse, a change in the federal role in drug abuse prevention, evaluations that were of the less rigorous type, ineffective early prevention efforts, and concerns about spending new funds. The GAO recommended that the Senate adopt state and local reporting and technical assistance requirements, that Congress provide states with the authority to reduce or terminate funding in cases where reasonable progress is not being made following provision of such assistance, and that the accountability of state and local programs be increased under the Anti-Drug Abuse Act of 1986. Ten data tables, five figures, and four appendices are included. (NB)

ED 294 311 EA 019 988

Edelman, Phyllis
Science Fairs: The Whys and Hows.
National School Boards Association, Alexandria, VA. Educational Policies Service.
PUB DATE- Feb 88
NOTE- 6p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Journal Articles (080)
DESCRIPTORS- Awards; Board of Education Role; Committees; Elementary Secondary Education; Eligibility; Financial Support; Judges; *Organizational Objectives; *Planning; Science Education; *Science Fairs; Site Selection
IDENTIFIERS- *International Science and Engineering Fair

There has been some evidence that students who develop projects for science fairs continue their interest in science through high school and beyond. Local and regional fairs generally are slated as a prelude to state science fairs and the International Science and Engineering Fair (ISEF). Organizing a district science fair requires informed leadership by the school board and professional staff working together toward the achievement of established curricular goals. Committees to organize science fairs generally include school personnel and community representatives from business and professional science organizations. The committees should address fundraising, award solicitations, selection of judges, site arrangements, publicity, and application approval. After the fair is over, thank-you notes should be sent to sponsors, award donors, and judges. Finally, an evaluation of the fair should be made by the committee, with formal and/or informal input from the judges, sponsors, participants, teachers, and attendees. (MLF)

ED 294 325 EA 020 030

Buttram, Joan L.; Kruse, Janice
Critical Ingredients for School Improvement Efforts.

Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 88
NOTE- 20p.
CONTRACT- 400-86-0003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; Evaluation Criteria; *Improvement Programs; Pretests Posttests; *School Effectiveness; School Surveys
IDENTIFIERS- *Maryland

Research for Better Schools and a Maryland county school district developed a school improvement program to examine the relationship between the program and subsequent improvement. The program involved a self-assessment survey, choosing goals for the following year, assigning a committee of practitioners to lead the program, executing the plan created by the committee, and completing the self-assessment survey at the end of the school year to analyze the amount of improvement. The Dimensions of Excellence Scales (DoES) was employed to assess program effects and the School Survey was employed to measure program implementation. The study reveals that every school except one significantly improved; schools that achieved high faculty completion rates on the DoES made only moderate school improvement; no relationship seemed to exist between participation in the program and the amount of improvement; improvement was affiliated with the original pretest status; and schools with better pretest scores attracted more faculty personnel to the program. Essentially, no consistent relationship was evident between involvement in the program and school improvement. Future school improvement efforts should consider the context of the school. Sixteen references and 7 tables are included. (RG)

ED 294 338 EC 202 505

Johnson, Marilyn J., Ed.; Ramirez, Bruce A., Ed.
American Indian Exceptional Children and Youth. An ERIC Exceptional Child Education Report.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-86586-170-6
PUB DATE- 87
NOTE- 71p.
CONTRACT- 400-84-0010
AVAILABLE FROM- The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($8.00, $6.80 members; Publication No. B624).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *American Indian Education; American Indians; Cognitive Style; *Cultural Differences; *Curriculum Development; *Disabilities; Educational Needs; Educational Policy; Elementary Secondary Education; Language Acquisition; Locus of Control; Minority Groups; *Parent Participation; Professional Education; *Public Policy; Special Education; Staff Development; Teacher Education

The document contains summaries of papers and ensuing discussions presented at a 1985 symposium on exceptional American Indian children and youth. The opening address (by Beverly Valley, a parent and school board member) stresses the role of parents and the need for less culturally biased testing. Two papers deal with parent and family involvement: "Parent Involvement Considerations" (Roger Kroth); "American Indian Parents of Handicapped Children" (Marilyn Johnson). Two papers look at language and curriculum development: "The Influence of Locus of Control and Culture on Learning Styles of Language Minority Students" (Alba Ortiz) and "Language and Curriculum Development for American Indian Handicapped Children" (Jacqueline Walker). Personnel preparation is the subject of two papers: "Bilingual Special Education Teacher Training for American Indians" (Leonard Baca) and "American Indian Personnel Preparation in Special Education" (Anna Gajar). The final paper "Federal Policy and the Education of American Indian Exceptional Children and Youth: Current Status and Future Directions" (Bruce Ramirez) is included in its entirety. It contains data on the number of American Indian exceptional children presently being served, reviews pertinent federal policy, and identifies areas requiring further attention. (DB)

ED 294 366 EC 202 535

Halpern, Andrew S.
Secondary Level Teacher Training Program. June 1, 1984-August 31, 1987.
Oregon Univ., Eugene. Rehabilitation Research and Training Center in Mental Retardation.

PUB DATE- 31 Aug 87
NOTE- 114p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Competency Based Teacher Education; Higher Education; *Mild Disabilities; Practicums; *Preservice Teacher Education; Program Evaluation; Program Implementation; Secondary Education; *Special Education Teachers; State Programs; Student Teaching
IDENTIFIERS- Oregon

The 3-year Secondary Level Teacher Training Program is intended to train special education teachers for students with mild disabilities at the middle and high school levels. The program included both certification and masters degree components and was structured to encourage students to obtain both. Results of a survey of Oregon secondary special education programs and services found that most secondary special education teachers had been trained in programs with an elementary education focus. Program goals include student recruitment, program implementation and evaluation, and model dissemination. Results are presented in tabular form showing program competencies and program courses, a summary of evaluation procedures, a summary of program competency assessment data, and practica evaluations from cooperating teachers. The major portion of the document consists of appendixes including course outlines, the program evaluation tools, and a sample final supervised field experience contract. (DB)

ED 294 016 CE 050 043

Wishkoski, Susan J., Comp.
PREP. Planning to Realize Educational Potential.
Maine Occupational Information Coordinating Committee, Augusta.; Vocational Curriculum Resource Center of Maine, Fairfield.
SPONS. AGENCY- Maine State Dept. of Educational and Cultural Services, Augusta.
PUB DATE- 87
NOTE- 85p.
AVAILABLE FROM- Vocational Curriculum Resource Center of Maine, KVVTI, P.O. Box 29, Fairfield, ME 04937 (free on loan; nominal free for purchase. Accompanying videotapes available on loan only).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Career Exploration; *Career Planning; *Decision Making; Grade 8; Junior High Schools; Learning Activities; Lesson Plans; *Prevocational Education; *Self Concept; *Work Attitudes

This curriculum is intended for use in teaching eighth graders to analyze their interests and abilities, develop an awareness of career opportunities and the world of work, learn the fundamentals of decision making, and develop an educational and career preparation plan. The curriculum is hands-on and experimental in nature and is designed to be used over eight weeks, with a minimum of one lesson per week. The following topics are covered in the individual units: orientation to the program, self-awareness, steps in building a personal profile, career awareness, the world of work, decision making, career exploration, and procedures for developing an educational and career preparation plan. Each unit contains some or all of the following: a lesson title, objectives, a content outline, a list of materials and supplies needed, suggested teaching methods, learning activities, worksheets, handouts, and transparency masters. Two videotapes: "Working" and "Kaleidoscope of Careers," are used in conjunction with the program. (MN)

ED 294 086 CG 020 752

Willson, Linda M.; And Others

Discover: An Educational Opportunity for Women in Transition.

Education Development Center, Inc., Newton, Mass.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 87
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Exploration; Counseling Services; Curriculum Guides; *Displaced Homemakers; Divorce; Fatherless Family; Females; Financial Needs; Job Applicants; Mothers; Reentry Workers; Self Help Programs; *Transitional Programs
IDENTIFIERS- *Self Sufficiency

The Discover program is a program for women who want to become self-sufficient and self-supporting. Clients of the program may be separated or divorced, single mothers, or married to an underemployed spouse. The Discover program involves career exploration in the hope that its graduates will enter an occupational training program. The goals of the Discover program are personal growth and continuing education for the participants. Women can confront their fears about change, risk, independence, and decision making in a supportive, nonjudgmental atmosphere. This document describes how to sponsor and set up a Discover program, and how to locate instructors and recruit participants. A three-phase curriculum is described. These topics are covered: (1) personal growth including individual counseling, independence, and assertiveness; (2) career exploration, including campus tours, vocational testing, and goal-setting; and (3) problem solving, including time and money management, coping with children, and handling problems. Appendices include samples of a 4-week schedule, a three-successive Saturdays schedule, and a sample listing of community resources. (ABL)

ED 294 144 CS 009 125

Gustafson, David J.

Teacher Knowledge of Their Students' Learning Strengths and Weaknesses.

PUB DATE- Dec 87
NOTE- 9p.; Paper presented at the Annual Meeting of the National Reading Conference (8th, Clearwater, FL, December 3-6, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Informal Assessment; Knowledge Level; Learning Processes; Reading Achievement; *Reading Diagnosis; Reading Research; Remedial Reading; Teacher Effectiveness; *Teacher Role
IDENTIFIERS- Interactive Reading

Cumulative school records kept on children generally contain only standardized test scores and random notes concerning conduct, yet some theorists suggest that one of the most powerful tools of assessment is teachers' daily observation. To determine teachers' capability for evaluating their students' reading, a study examined teachers' informal diagnoses of the reading difficulties of 14 subjects, grades three to nine, who had been referred to a reading center for diagnosis and remediation of perceived reading problems. In many cases the child was referred to the center by the participating teacher. Each teacher was sent a letter asking "How does this student learn?" and "What seems to impede his/her learning?" Expectations were that teacher comments would be especially directed toward the reading ability of the students and that comments would specifically relate to the four cueing systems outlined by May (1986): syntactic, semantic, graphophonic, and background. Results showed that teachers' knowledge of their students was quite general at best. Few of the comments reflected the widely held view of reading as an interactive process, and there was almost a total absence of specific strategy statements which could result in direct teaching. Instead, there were many statements involving what impeded the students' learning. (Four references are attached.) (ARH)

ED 294 185 CS 211 168

Alonso, Corrine
Problem Solving and Literature.
PUB DATE- 88

NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Brainstorming; Creative Thinking; Critical Thinking; Higher Education; Learning Strategies; *Literature Appreciation; *Problem Solving; Secondary Education; Writing Exercises
IDENTIFIERS- *Future Problem Solving Program; *Thinking Skills

The "Future Problem Solving" exercises (originated by E. Paul Torrance at the University of Georgia) can be used as a method to teach literature. The process used in future problem solving entails all the higher level processes, involves both critical and creative thinking, as well as cooperative learning, and lends itself to the teaching of literature. The method takes the student through several helpful steps: (1) researching the topic; (2) brainstorming problems; (3) identifying the underlying problem; (4) brainstorming solutions; (5) selecting criteria; (6) evaluating solutions; and (7) describing the best solution. (Two charts are appended.) (MS)

ED 294 241 CS 211 231

Literature: Hawaii English Program.
Hawaii State Dept. of Education, Honolulu.
PUB DATE- Jun 84
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Classroom Environment; Classroom Techniques; Creative Dramatics; Curriculum Development; Educational Resources; Elementary Education; Exceptional Persons; Group Activities; *Literature Appreciation; Program Evaluation; *Program Guides; Reading Aloud to Others; Teaching Methods; Writing Exercises
IDENTIFIERS- Collaborative Learning; *Hawaii English Program; Hawaii State Department of Education

This introductory manual offers an overview of the Hawaii English Program in Literature for elementary students--a program designed to help children enjoy and understand literature through active exploration of a variety of stories and poems from contemporary works as well as from the classics. Part I, "Preparing to Teach the Program", describes goals and objectives, program organization, teaching strategies, learning activities, and resources of the program. Part II, "Teaching the Program," outlines several important guidelines for teachers, such as using the program daily, becoming familiar with all selections on the reading list, and reading aloud to students. Part III, "Managing the Program," presents suggestions on developing a flexible class organization, developing management techniques for small groups, involving students in planning and decision-making, and making adjustments for exceptional children. Part IV, "Evaluating Pupil Progress, the Program, and Instruction," summarizes provisions in the program for monitoring pupil progress and suggests questions that teachers might keep in mind for an ongoing evaluation of the program and of their teaching. (A sixteen-page list of selected childrens' readings, as well as a limited number of records, is attached.) (ARH)

ED 294 130 CG 020 796

Caregivers and Their Black Elderly Clients.

American National Red Cross, Washington, D.C.

PUB DATE- 87
NOTE- 20p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (40th, Washington, DC, November 18-22, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aging (Individuals); *Blacks; *Caregivers; Daily Living Skills; *Individual Needs; *Older Adults; *Personal Care Homes; Policy Formation; *Poverty

Although little emphasis has been placed on the community-based long-term care needs of the black elderly, examination of the needs of this group is important because of the projected rapid growth and the overall poverty rate of this population. Because personal care homes may be the only option currently available for the black elderly when traditional family networks change, a study was conducted to identify the needs and characteristics of caregivers and their black elderly clients in community-based personal care homes. Trained volunteers collected data from both caregivers (N=153) and carereceivers (N=184) through interviews in the respondents' homes in five urban and four rural sites. Carereceivers ranged in age from 49 years to 104 years; the median age was 76 years. Most were very poor and viewed themselves as frail and in poor health. Many caregivers reported income below the poverty level with their only source of income being caregiving. Over 60% were single, the median caregiver age was 55 years. As the age of the carereceiver increases, demands for care will likely increase. Yet the results of the study suggest that their caregivers are also approaching or are in the older age groups. Personal care home living arrangement may be suitable in the short term, but may not be desirable as time progresses because of the increasing needs of both caregivers and carereceivers. (Eight policy options are recommended based on results of the study.) (NB)

ED 294 158   CS 009 142

Bohlen, Linda
Building Fluency through Repeated Reading in the Third Grade.

PUB DATE- May 88
NOTE- 30p.; Master's Thesis, Kean College.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- Basal Reading; Elementary Education; Grade 3; Reading Difficulties; Reading Improvement; *Reading Instruction; Reading Research; *Reading Strategies; *Remedial Reading; Story Reading; Word Recognition
IDENTIFIERS- *Reading Fluency; Reading Speaking Relationship; *Repeated Readings

To determine whether repeated reading of stories in a developmental reading program would build fluency in slow readers, a study examined five students in the "low" reading group of a self-contained third grade classroom. During a 10-week period, students read a series of 10 stories from the basal reader "Widening Circles." Instruction in the first five stories of the series followed the traditional format as suggested in the teacher's guide accompanying the series. Instruction in the second five stories included repeated reading along with tape recordings of the stories. Prior to and following the reading instruction for each story, student readings were timed and the number of word recognition errors for each reading was recorded. Results indicated that the repeated reading of stories in a developmental reading program did not help slow readers read with fluency. (Two figures and two tables of data are included, and one table of data and 26 references are appended.) (MM)

ED 294 228 CS 211 214

Lealand, Geoff
National Survey of New Zealand Journalists. A Summary Report.
New Zealand Council for Educational Research, Wellington.
REPORT NO.- ISBN-0-908567-71-5
PUB DATE- 88
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; *Journalism; *Journalism Education; Occupational Surveys
IDENTIFIERS- Journalism Research; Journalists; *New Zealand; *Professional Concerns

In order to develop strategies for training future journalists, the New Zealand Council for Educational Research sponsored a survey of all journalists in all branches of the profession in New Zealand in 1987. The response rate was over 46%; 1,249 New Zealand journalists returned the survey. Major findings revealed that: (1) the proportion of female journalists is steadily increasing; (2) journalism continues to be a "young" profession; (3) less than 5% of the respondents were members of ethnic minorities; (4) most journalists had been educated in New Zealand state schools, and nearly two-thirds had some university study; (5) over one-third had attended a formal pre-entry training course prior to entering journalism; (6) over 60% been working in journalism for less than 10 years and over one-third had chosen it as their first job; (7) considerable numbers of journalists had worked overseas; (8) a large majority judged off-the job training to be valuable; (9) fewer than one-third had received formal in-office training in the previous 10 years, but those who had received training judged it to be helpful; (10) encouragement from superiors is regarded as the most important influence in the professional development of journalists, together with on-going training and preentry training; (11) 91% believed their own organization should provide more training, and 89% felt there was a case for increased training nationally, with training in research/critical analysis and grammar being the most pressing areas. (ARH)

ED 294 255 CS 506 120

Engleberg, Isa N.
Listening in Australia: Lessons from Down Under.
PUB DATE- Apr 88
NOTE- 16p.; Paper presented at the Annual Meeting of the Eastern Communication Association (79th, Baltimore, MD, April 27-May 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication Skills; Cultural Exchange; Culture Contact; Curriculum Development; Elementary Education; *Elementary School Curriculum; Foreign Countries; Higher Education; *Listening; Listening Comprehension; *Listening Skills; *Speech Communication; Speech Curriculum
IDENTIFIERS- *Australia; Listening Research; Oracy

Because Australia does not include listening instruction in its higher education curriculum does not mean that Australians deny its significance as an important communication skill. Rather, the assumption is that the best place to teach listening is in the elementary schools, a contention that few educators would reject. Four specific recommendations for the development of listening education in the Australian educational system are: (1) listening instruction should begin in and be part of the elementary school curriculum; (2) listening tests should be adapted to specific populations; (3) in the speech communication curriculum, listening should be taught early and often; and (4) listening instruction should emphasize all forms of listening. The exploration and sharing of research questions and pedagogical methods could be of significant value for scholars and teachers in America and Australia, and could improve listening instruction in both countries. (Thirteen references are appended.) (MS)

Gaziano, Cecilie
Variations in Survey Respondent Selection by Telephone.
PUB DATE- May 88
NOTE- 26p.; Paper presented at the Annual Meeting of the American Association for Public Opinion Research (43rd, Toronto, Canada, May 21, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Data Collection; Information Utilization; *Public Opinion; *Research Methodology; Sampling; Surveys; Telephone Communications Systems
IDENTIFIERS- Opinion Polls; Research Synthesis; *Telephone Surveys

This paper describes seven studies (all that could be found on the subject) comparing nine respondent selection procedures with regard to their potential to reduce refusal rates and to increase representativeness of samples; particular concerns are underrepresentation of men and multiple-adult households. The paper states that (1) the seven studies compare two or more procedures; (2) they have been published or presented to professional meetings; (3) they are described in terms of their historical evolution as improvements on the Kish procedure for telephone surveying; and (4) comparisons show that all the methods vary in their biases. The paper suggests that the last-birthday, Collier-Hagan, and Bryant modification of the Troldahl-Carter method appear to be the most representative procedures and that Kish and Troldahl-Carter techniques appear to lead to less representative samples than other techniques. Other procedures reported in the paper include two non-probability ones, a "Stanford modification" of Troldahl-Carter, and a modification of the Troldahl-Carter-Bryant correction for overrepresentation of women. The paper suggests more systematic testing of different combinations of respondent selection methods and more replication are needed to learn more about external validity, representativeness, and other criteria to help evaluate the most effective selection strategies for specific projects. (Three tables of data and six notes are included, and 26 references are appended.) (MS)

ED 294 352 EC 202 521

Focal Point. Volume 1, Fall 1986--Spring/Summer 1987.
Portland State Univ., Oreg. Regional Research Inst. for Human Services.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, D.C.; National Inst. of Mental Health (DHHS), Bethesda, Md.
PUB DATE- 87
NOTE- 37p.; Bulletin of the Research and Training Center to Improve Services for Seriously Emotionally Handicapped Children and Their Families.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Child Advocacy; Conferences; Delivery Systems; Education Work Relationship; Elementary Secondary Education; *Emotional Disturbances; Family Role; Program Implementation; Rehabilitation; Severe Disabilities; Transitional Programs

The document contains three issues of the newsletter of the Research and Training Center to Improve Services for Seriously Emotionally Handicapped Children and Their Families. The first issue is introduced with an article titled "Re-Thinking Emotional Disturbances in Children," by Thomas M. Young. Topics covered include the following: issues raised by the Child and Adolescent Service System Program initiative; the Therapeutic Case Advocacy Project; the Youth in Transition Project; the Families as Allies Project; current activities of states involved in the Families as Allies Conference; rehabilitative services within the Child and Adolescent Service System Program; components of the Therapeutic Case Advocacy approach; and interagency collaborative efforts. (DB)

ED 294 003 CE 049 996

Pendleton, Ronald K.
Model Competency Based Curriculum for Adult/Vocational Instructor Training.
California State Univ., San Bernardino. School of Education.
PUB DATE- Jun 88
NOTE- 130p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Adult Educators; Behavioral Objectives; *Competency Based Teacher Education; *Curriculum Development; Curriculum Guides; Instructional Materials; Learning Activities; Postsecondary Education; Recordkeeping; Secondary Education; Student Evaluation; Student Needs; Student Records; Teaching Guides; *Teaching Methods; Vocational Education; *Vocational Education Teachers

These competency-based curricular materials are designed to help individuals who have skill in a vocational, occupational, or professional area acquire the basic instructional skills necessary to teach in their own content area. The materials are divided into a student's guide and an instructor's guide and have been presented in the context of a 40-hour course that has been subdivided into 10 4-hour sessions. In the student's guide, the first sheet of each section lists materials provided, materials the instructor will provide, materials the student must provide, and what students should be able to do as a result of the class session instruction. Information pages, examples, and evaluation forms are provided in each section. The instructor's guide is intended to provide the course instructor with specific strategies and information about how the instructor is expected to facilitate each of the lesson presentations, written reports, evaluation activities, and facilitating activities described in the student's guide. Specific materials (such as quizzes, surveys, lesson plans, etc.) that the instructor is expected to use are provided. Session topics include instructional resources, topics and tasks, course and unit plans, student needs, evaluating competency, and recordkeeping. (YLB)

ED 294 030 CE 050 076

Osteen, Craig; Suguiyama, Luis
Losing Chlordimeform Use in Cotton Production. Its Effects on the Economy and Pest Resistance. Agricultural Economic Report Number 587.
Economic Research Service (DOA), Washington, D.C.
PUB DATE- May 88
NOTE- 36p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 001-019-00580-7).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Agricultural Education; *Agricultural Production; *Agriculture; *Economics; *Pesticides; *Pests
IDENTIFIERS- *Chlordimeform; *Cotton

This report examines the economic implications of losing chlordimeform use on cotton and considers chlordimeform's role in managing the resistance of bollworms and tobacco budworms to synthetic pyrethroids. It estimates changes in prices, production, acreage, consumer expenditures, aggregate producer returns, regional crop effects, and returns to users and nonusers of chlordimeform and pyrethroids. The report bases the economic effects on the estimates and views of the chlordimeform assessment team of the National Agricultural Pesticide Impact Assessment Program. This report also examines the effects on deficiency payments and the implications for pesticide benefit assessments. (YLB)

ED 294 045 CE 050 100

Feasley, Charles E.; And Others

Independent Study Program Profiles 1986-1987. Final Report.

National Univ. Continuing Education Association, Washington, DC. Independent Study Div.
PUB DATE- Apr 88
NOTE- 67p.
AVAILABLE FROM- Independent Study Program, 202 Van Doren Hall, Washington State University, Pullman, WA 99164-5220 ($5.00).

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- College Programs; *Continuing Education; Course Descriptions; Enrollment; Higher Education; High Schools; *Independent Study; Noncredit Courses; Postsecondary Education; *Program Descriptions; *Program Implementation

This report, based on a mailed survey of member institutions of the National University Continuing Education Association during 1986-87, includes data from 73 responding institutions of higher education. The report is organized in five parts. The first part outlines total program scope, including enrollment and staff growth, special fees, and course development. Part Two is divided into major program categories--college, high school, and noncredit. Information is provided within each category detailing grading and development compensation, enrollments, and course fees. Part Three provides information on the use of technology to enhance instruction; the fourth part lists current research. Part Five is an appendix that includes the survey instrument and supplemental information provided by individual institutions. (KC)

ED 294 102 CG 020 768

Fleet, Joan; And Others

Successful Learning: Strategies for College and University Students.

University of Western Ontario, London.
PUB DATE- 87
NOTE- 138p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Cognitive Style; *College Students; Foreign Countries; Higher Education; Individual Power; *Learning Strategies; Skill Development; Student Improvement; *Study Guides; Study Habits; *Study Skills
IDENTIFIERS- Canada

This manual was written to help college students become better students and more successful learners. The goals of the book are to raise awareness of, and interest in, the learning process generally; increase each student's awareness of her/himself as a learner; introduce specific strategies for more effective learning; suggest that each student controls many of the factors affecting his/her own successful academic performance; and stimulate interest in research on the part of professionals on strategies for effective learning. It begins with a strategy checklist for users to complete before reading the book which will help them assess some of their current learning strategies. In each of the 10 chapters there are many suggestions on approaches to learning, with self-awareness, monitoring, and personal control being recurrent themes throughout the book. Chapters focus on: (1) an introduction to successful learning; (2) organizing study time; (3) procrastination and other time troubles; (4) learning as a process; (5) learning from lectures; (6) learning from textbooks; (7) science problem solving; (8) writing essays; (9) preparing for examinations; and (10) writing examinations. A guide for teachers and counselors is appended. (NB)

ED 294 172 CS 211 140

Scheiber, Howard J.
From Santa Fe and Back, or Bust: Developing Exit Level Writing Competencies for Third and Fifth Grades.
PUB DATE- 88
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Evaluation; *Curriculum Guides; Elementary Education; English Curriculum; Grade 3; Grade 5; Language Arts; Student Writing Models; *Writing Instruction; Writing Skills
IDENTIFIERS- New Mexico; New Mexico State Department of Education; Writing Tasks

In conjunction with the New Mexico State Department of Education's Writing Appraisal Program for high school students, a project was designed whose central goal was to identify and clearly delineate writing competencies for students in the younger grades. A pilot project first collected student writing samples and descriptive data from third and fifth grade students and their teachers in randomly selected classes in two districts (Santa Fe and Alburquerque). Following this, approximately 3,000 writing samples (narrative, descriptive, and persuasive writing) were collected from 13 school districts over a 7- to 12-week period, beginning in the fall of 1982 through mid-January 1983. In addition, descriptive data from 45 elementary language arts teachers from the same 13 school districts were compiled based on responses to curriculum mapping questionnaires, and descriptive and evaluative data were elicited from a statewide appointed 23-member Elementary Writing Competencies Task Force composed of reading, language arts, and English faculty at all levels of instruction. Two documents were developed from the compilation and summarizing of these data. "Essentials of an Effective Writing Program" presents guidelines for the writing teacher, and describes in detail seven segments of an effective writing program: setting the stage; pre-writing; drafting; rewriting and revision; editing and proofreading; evaluation; and publication. "Exit Level Writing Competencies for Third and Fifth Grades" includes behavioral objectives for various areas of writing competency--coherence and unity; sentence structure; mechanics; narrative, descriptive, and persuasive modes; and intention and delivery. (Samples of third and fifth-grade student writings, a writing curriculum mapping form, two pages of footnotes, and five references are appended.) (MM)

ED 294 186 CS 211 169

Language Arts.

Arkansas State Dept. of Education, Little Rock.
PUB DATE- 87
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; Course Content; *Course Objectives; Curriculum Development; *English Curriculum; *Journalism Education; Language Arts; Public Schools; Secondary Education; Skill Development; Speech Communication; *Speech Curriculum; State Curriculum Guides; Writing Instruction
IDENTIFIERS- Arkansas State Department of Education

The language arts course content guides presented in this manual cover English, oral communications, and journalism in grades 9-12 and provide a framework from which a curriculum can be built. Within each subject area and at each grade level, skills are identified at three instructional levels: basic, developmental, and extension. The basic skills are skills which all students should master; developmental skills, going beyond the basic level, should be introduced and taught, but not mastered by all students; extension skills, for learners who have mastered the required basic and recommended developmental skills, stress the higher order thinking, processing, and problem solving skills. Subject areas for English consist of capitalization, punctuation, writing numbers (grade 9), syllabication (grade 9), usage, elements of the sentence, semantics, spelling, reference skills, literature, and composition. For the oral communications curriculum, subject areas include universal dimensions of all oral communications efforts, intrapersonal communication, interpersonal communication, listening and critical thinking, nonverbal communication, group discussion, public speaking, parliamentary procedure, oral interpretation, and debate. Journalism subject areas include an introduction to journalism, history of journalism, terminology, news writing, feature writing, editorials, publication production, ethics, advertising, and careers in journalism. (MM)

ED 294 200 CS 211 184

McGann, Patrick
Women and the Dichotomy of Literacy: Public/Private Discourse.
PUB DATE- Mar 88
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Literacy; Classroom Environment; Discourse Analysis; Educational History; Educational Opportunities; Females; Feminism; *Functional Literacy; Males; Power Structure; *Sex Bias; Sex Differences; Sex Stereotypes; Social Control; United States History; *Womens Education; *Womens Studies; Writing Instruction
IDENTIFIERS- *Discourse Modes; Feminist Criticism

By viewing women's literacy within the context of America from the Colonial period until the present, it is clear that men have traditionally shaped and controlled who shall be literate and what shall be viewed as literate, both within and outside the educational system. Women's writing from the Colonial period is virtually non-existent, and studies indicate that women's literacy at this time was low. After mandatory public schooling for both males and females began, the gap between the functional literacy skills of the sexes narrowed considerably between 1780 and 1850. Yet even with the advent of women's education, men reserved serious education for themselves. Although women began to occupy a place of status within the public domain by publishing in most fields after the mid-19th century, women's studies courses still have only marginal status because of the male-controlled educational system. Few women are found in the more powerful positions of public education. Males command a public discourse community of epic proportions, while women have traditionally been restricted to the private sphere. This public/private dichotomy should be replaced with pluralism, which breaks down the male power structure and promotes cooperation rather than control. In the classroom, the emphasis on argumentative discourse and correct usage should be eliminated, and thought given to developing instead a community of cooperation and an awareness of many equally effective ways of communicating through writing. (Fifteen references are appended.) (MM)

ED 294 214 CS 211 199

Enos, Theresa

Definition, Development, Direction: The Course in Classical Rhetoric.

PUB DATE- Mar 88
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Core Curriculum; *Curriculum Development; *Doctoral Programs; Educational Change; Higher Education; *Rhetoric; School Surveys; Writing (Composition)
IDENTIFIERS- *Classical Rhetoric

Responding to the Chapman/Tate survey (1987), which concluded that U.S. doctoral programs in rhetoric and composition lack a well-defined core of related courses, a survey investigated courses offered in 37 doctoral programs in rhetoric and composition. Questionnaires probed three areas: (1) whether or not classical rhetoric was offered, and, if offered, whether it was part of the core requirements; (2) frequency of the course offering, length of time it had been offered in the program, qualifications of the faculty who taught it, average enrollment, and area of student specialty; and (3) coverage, approach, required texts and sample assignments. Findings revealed a lack of uniformity among programs. A course in classical rhetoric was offered in 76% of the programs; and classical rhetoric was a core requirement in 50% of the programs. Programs that offer the course in classical rhetoric generally offer it every other year, and it is usually taught by a faculty member who is a generalist rather than a specialist in rhetoric. Most courses run one semester, and cover ancient to modern rhetoric. The fact that most of these courses are sweeping one-semester surveys may make meaningful connections to the teaching of writing difficult. In addition, the appropriation of classical rhetoric in composition studies may be leading to theoretical disharmony between rhetoricians and compositionists. (ARH)

ED 294 284   CS 506 153

Kuehn, Scott A.
Discovering All the Available Means for Computer Assisted Instruction: Adapting Available University Facilities for the Small to Medium-Sized Course.
PUB DATE- Apr 88
NOTE- 22p.; Paper presented at the Annual Meeting of the Eastern Communication Association (79th, Baltimore, MD, April 27-May 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Classroom Communication; *Computer Networks; *Computer Uses in Education; Higher Education; Speech Communication; Teacher Student Relationship; Teaching Methods; Technological Advancement; Word Processing
IDENTIFIERS- Computer Communication; *Mainframe Computers

Computer networks connecting members of a class can provide an effective, efficient means to exchange commentary, field and answer questions, submit and grade assignments, and post class information. Mainframe networks--large computers used by universities before the advent of microcomputers--serve the needs of many users at once. Mainframe users send and receive messages through "electronic mail," connecting them with other users. This information sharing, or "connectivity," can be adapted to create communication networks between instructors and students. A computer applications specialist is helpful when designing an educational computer network using a mainframe computer. The advantages of a computer network include the timeliness of the interactions, the computer's word processing capabilities, the ease of evaluating assignments, and the facilitation of communication between the instructor and students. In addition, the discussion forum created through electronic mail can successfully extend classroom discussions. Network and mainframe software capabilities allow an instructor to design specific applications for a variety of communication courses, such as public speaking, organizational communication, and journalism. Both students and instructors can benefit from increased interaction opportunities and from the experience gained in computer-mediated communication. (A computer word processing and communication manual for a news writing course, and nine references are appended.) (MM)

ED 294 298 EA 019 882

Strategies for Excellence: Recommendations for a Productive School Model with Strategies for Achieving the Model. The Final Report of the IASB Committee on Strategies for Excellence.

Iowa Association of School Boards, Des Moines.

PUB DATE- 87

NOTE- 80p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Board of Education Policy; Board of Education Role; *Change Strategies; Educational Assessment; *Educational Change; *Educational Improvement; *Educational Objectives; Elementary Secondary Education; Models; Productivity; Public Schools; Resource Allocation

IDENTIFIERS- *Excellence in Education; Iowa; *Productive School Model

The charge of the Committee on Strategies for Excellence was to examine the current status of elementary and secondary education in Iowa, and to investigate ways in which school districts could be educationally more productive. The report brings together recommendations from various state and national reports, reviews the literature, and makes recommendations to school boards that can be used as goals for improvement. A comprehensive set of recommendations about programs and services that schools should be providing to Iowa school children is titled the "Productive School Model." The model, intended to be used as a benchmark for setting school district goals, also includes recommendations regarding local policies for staffing, facilities, and school finance. Recommendations are organized into four areas: (1) educational framework; (2) educational program; (3) human resources in education; and (4) educational environment. Suggested strategies that school districts might utilize include technology in education, pupil/teacher ratios, innovative school programs, sharing, school reorganization and dissolution, utilization of supplemental resources, alternative staffing arrangements, building utilization options, and alternative revenue sources. A list of suggested items for legislative action is included along with a section of recommendations for actions by other education organizations. A "Strategies for Excellence Evaluation Form" and a bibliography are appended. (MLF)

ED 294 312   EA 019 992

Wildman, Louis

What Can Superintendents and Board Members Do To Help Each Other Be Successful?

PUB DATE- Nov 87
NOTE- 19p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (San Diego, CA, November 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Board Administrator Relationship; Board of Education Role; *Boards of Education; Elementary Secondary Education; School Surveys; *Superintendents
IDENTIFIERS- Washington

School board members with concerns for success benefit the entire school district. An ambiguity between administration and policy-making necessitates a clarification of the role of the school board. The board should care about the quality of education and the district, recognize the increasing complexity of education, and represent the goals of public education. In the state of Washington, a survey was administered to 750 board members to assess their most successful experiences as school board members and to determine how they thought superintendents could make board members more successful. Among the 249 respondents' successful school board experiences were board cooperation, the selection of an effective superintendent, involvement in building programs, solving personal problems, passing a school levy, instigating new curricula, increasing community input, and improving school financial methods. Responses regarding how superintendents can make board members more successful included keeping the board informed; working openly with the board; conducting orientation sessions for the board; keeping up with budget conditions, state laws, and legislation; encouraging board members to attend conferences; demonstrating appreciation for the board's efforts; and involving the board in the establishment of goals. Twenty-three footnotes are attached. (RG)

ED 294 367 EC 202 536

Murphy, James, Ed.
Transition: The Roles of Parents, Students, and Professionals. Transition Summary #4.
Interstate Research Associates, Inc., Washington, D.C.; National Information Center for Handicapped Children and Youth, Washington, DC.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 87
NOTE- 9p.; For related information see EC 202 537-540.
GRANT- G0084C3500
AVAILABLE FROM- National Information Center for Handicapped Children and Youth, Box 1492, Washington, DC 20013 (free).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disabilities; *Education Work Relationship; Parent Role; Personal Autonomy; Secondary Education; Student Role
IDENTIFIERS- Professional Role

This edition of the newsletter of the National Information Center for Handicapped Children and Youth describes the actions that are necessary to prepare students to achieve and maintain independence and highlights aspects of the roles of parents, professionals, and the young people themselves in transition planning. Brief articles have the following titles: "Transition--The Roles of Parents, Students, and Professionals"; "The Role of the Young Person--Achieving Independence"; "The Role of Parents--Launching the Young Person"; "How Professionals Can Help Young People with Disabilities Make the Transition to Work"; and "Action Issues." Twenty-seven references are cited. (CB)

ED 293 989   CE 049 803

Lawson, V. K.; And Others
Read On! II. A Sequential Reading Series. Book 1 and Workbook 1.
Literacy Volunteers of America, Inc., Syracuse, NY.
SPONS. AGENCY- GTE Foundation, Stamford, CT.
PUB DATE- 87
NOTE- 156p.; For the other materials in this series, see CE 049 802-808.
AVAILABLE FROM- Literacy Volunteers of America, Inc., 5795 Widewaters Pkwy., Syracuse, NY 13214. Textbook (Stock No. 81221: $3.75); Workbook (Stock No. 81231: $2.00); complete set of six textbooks, six workbooks, and Tutor Resource Sheets: $40.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Adult Reading Programs; Context Clues; Illiteracy; *Language Experience Approach; *Literacy Education; *Reading Instruction; Remedial Reading; Sight Vocabulary; Teaching Guides; Textbooks; Tutorial Programs; Tutoring
IDENTIFIERS- *Assisted Reading Instruction

This textbook is the first of six textbooks in a sequential reading series that makes use of the principles of modeling and assisted reading. The series can be used with small groups of three to five learners, with individual learners, or in a peer situation. The approach is that of modified language experience using sight words and context clues and incorporating the decoding skills of phonics and word patterns. General directions for the instructor appear first. Specific directions for the instructor appear throughout the textbook opposite the learners' pages. Two stories divided into 10 units are provided. Topics covered include who, what, when, where, why, and how and possessives. Attachments include a list of suggested activities, the text's scope and sequence, and word lists. The companion workbook contains exercises that are integrated with the textbook. Workbook activities correspond with each of the 10 textbook units and may be given for independent work or home practice. Types of workbook activities include multiple choice, matching, short answer, word formation, and composition (writing). (YLB)

ED 294 072 CG 020 738

Wright, Harold A.

Crime Prevention Services for Youth.

Virginia Commonwealth Univ., Richmond. Office of Continuing Education and Field Services.; Virginia Crime Prevention Association, Richmond.
SPONS. AGENCY- Virginia State Dept. of Criminal Justice Services, Richmond.
PUB DATE- May 86
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Community Programs; *Crime Prevention; *Delinquency; Delivery Systems; Marketing; *Youth Problems; *Youth Programs

The purpose of this guide is to identify the various opportunities available in most communities for delivering crime prevention services to youth so that they will be better prepared to reduce their vulnerability to crime, while enhancing their involvement in prevention efforts. It also serves to outline the benefits of programming with youth; the opportunities to use youth as volunteers; program strategies; and national, state, and local resources that are readily available at little or no cost. Following a brief introduction, the marketing of crime prevention services for youth is discussed, focusing on the identification of youth-related crime problems, youth victimization surveys, determining the extent of the public's awareness, and profiling marketing opportunities. The next section looks at implementation strategies and suggests marketing strategies that are appropriate to law enforcement agencies in the areas of public service announcements, news releases, feature articles and programs, oral presentations, and school activities. Program opportunities and the roles of the school, media, community groups, and businesses are discussed in section 4, and the final section consists of brief descriptions of eight program resources. Lists of crime prevention resources are appended. (NB)

ED 294 256   CS 506 121

Wachtel, Edward

The Integration of Theory and Production in Undergraduate Communication Programs.

PUB DATE- Apr 88

NOTE- 9p.; Paper presented at the Annual Meeting of the Eastern Communication Association (79th, Baltimore, MD, April 27-May 1, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Communications; *Curriculum Development; Higher Education; Mass Media; *Production Techniques; Speech Communication; Teaching Methods; *Theory Practice Relationship

IDENTIFIERS- *Communications Curriculum; Communication Strategies; Plato of Athens

Most faculty in communication departments find themselves in one of two "camps": theory or production. Better integration of the two will help to clarify the role communication departments play in the academic community, begin a more fertile and generative relationship among faculty, and establish a centered and coherent curriculum for students. Specific suggestions for teaching production courses in the undergraduate curriculum are: (1) focus on process rather than on product; (2) organize assignments so that they use the analysis of techniques which transform reality into images; and (3) help students understand the structures, the assumptions, and the biases of the media environments in which they are immersed. These suggestions will assist students to engage the visual as well as the written texts of American history and culture and offer them a curriculum that will develop their critical abilities. (MS)

ED 294 368 EC 202 537

Murphy, James, Ed.; Hobbs, Barbara
The Least Restrictive Environment: Knowing One When You See It. News Digest #5.
Interstate Research Associates, Inc., Washington, D.C.; National Information Center for Handicapped Children and Youth, Washington, DC.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 86
NOTE- 9p.; For related information see EC 202 536-540.
GRANT- G0084C3500
AVAILABLE FROM- National Information Center for Handicapped Children and Youth, Box 1492, Washington, DC 20013 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disabilities; Education Work Relationship; Elementary Secondary Education; *Mainstreaming; *Normalization (Handicapped); Personal Autonomy; Postsecondary Education

This edition of the newsletter of the National Information Center for Handicapped Children and Youth explains the meaning of Least Restrictive Environment (LRE) and shows how it can be put into operation not only in school but throughout the life of a disabled person. Brief articles have the following titles: "The Least Restrictive Environment: Knowing One When You See It"; "Education" (guidelines for evaluating good LRE programs and suggestions for parents); and "LRE and the Lives of Adults with Disabilities" (helpful organizations, social dimensions of independence, the work world, postsecondary education, and self advocacy). (DB)

ED 294 383   EC 202 554

Harnisch, Delwyn L.; And Others
Transition Literature Review Educational, Employment, and Independent Living Outcomes, Volume 2.
Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 87
NOTE- 327p.; For related document, see ED 279 122.
CONTRACT- 300-85-0160
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Daily Living Skills; *Disabilities; *Educational Needs; *Education Work Relationship; *Employment Potential; Meta Analysis; Outcomes of Education; Personal Autonomy; Secondary Education

Intended for researchers, policy analysts, and practitioners, the book provides a review of 176 documents (both published and unpublished) focusing on education, employment, and independent living outcomes across ten handicapping conditions. The first chapter provides an introduction to the project to review the extant literature on the subject. The next chapter describes the conceptual framework used to organize the literature and outlines procedures used to locate relevant literature. Chapter 3 describes the database system used and the development of the review work sheet. Chapter 4 summarizes results concerning educational outcomes in a review of concepts of educational outcomes, a sample description, a synthesis of the literature on educational outcomes, and suggestions for future research. Employment outcomes are considered next with a discussion of categories of outcomes, a sample, a literature synthesis, and suggestions for research. Independent living is reviewed in a similar fashion in the following chapter. The final chapter provides a summary of all three areas across the handicapping conditions. The major portion of the document consists of the annotated bibliography of reviewed articles listed alphabetically by author. In addition to bibliographic information, each citation includes data on handicapping condition and severity, the article's primary focus, and an abstract. (DB)

ED 294 398 EC 202 569

Davis, Sandra Hart, Comp.
Software Shopper. Revised.
Gallaudet Coll., Washington, D.C. Pre-College Programs.

PUB DATE- 87
NOTE- 242p.
AVAILABLE FROM- Gallaudet University, Pre-Collge Programs, 800 Florida Ave., N.E., Washington, DC 20002 ($6.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Computer Assisted Instruction; *Computer Software; *Computer Uses in Education; Courseware; *Deafness; Educational Technology; Elementary Secondary Education; *Microcomputers; Teaching Methods
IDENTIFIERS- *Apple Microcomputers; Gallaudet University DC

This annotated index describes and illustrates a wide selection of public domain instructional software that may be useful in the education of deaf students and provides educators with a way to order the listed programs. The software programs are designed for use on Apple computers and their compatibles. The software descriptions are presented in the following categories: art, business and finance, computer programming, games and hobbies, language arts, logic, "Logo," mathematics, music, odds and ends (calendars, clocks, guidance, home economics, industrial arts, typing), science, skills training, social studies, teacher utilities, and word processing. For each listing, the following information is provided: title; rating; computer space required; brand of computer, operating system, and language of the program; copyright; fee; color or monochrome; input device; program date; author; and an illustration of the screen graphics. Brief text describes the program, its performance, and suggestions for its use. The programs can be ordered through the Pre-College Center for Curriculum Development, Training, and Outreach of Gallaudet University. (JDD)

ED 294 411 FL 016 139

Staton, Jana; Peyton, Joy Kreeft
History of Dialogue Journals and Dissertation Abstracts.
PUB DATE- 86
NOTE- 18p.; For related documents, see ED 276 248-249 and ED 276 256-257.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; *Diaries; Educational History; Interpersonal Communication; *Personal Narratives; Second Language Instruction; Self Expression; *Teacher Student Relationship
IDENTIFIERS- *Dialogue Journals

The use of dialogue journals as a means of communication between students and teachers originated as a teacher-developed classroom practice rather than a research idea or theory-derived technique. It began in 1964 when a California teacher, Leslee Reed, became fascinated with the comments about learning that she solicited from her students, and responded in writing. In 1979, a researcher began to analyze the communicative aspect of the diaries and teacher responses and found rich and varied language and thought in them. When the teacher was transferred to another school, where many immigrant children were learning English as a second language (ESL), she continued the practice with considerable success. A second researcher undertook a study of those diaries and the interaction in the classroom, which resulted in a collaborative research project. A third study at Gallaudet College, a four-year college exclusively for deaf students, examined the effect of sustained written interaction for deaf students and their teachers. The use of dialogue journals spread initially by word of mouth among teachers and researcher-educators, and has now become the focus of a professional newsletter, a variety of new research projects, and a number of doctoral dissertations. Two of these dissertations, by Jana Staton (University of California at Los Angeles) and Joy Kreeft (Georgetown University) respectively, were studies of the dialogue journal strategies used in Leslee Reed's two California classrooms. A dissertation by Robby Morroy (Georgetown University) examined more closely Reed's strategies for responding to and establishing understanding with ESL students. Marsha Markham (University of Maryland) studied the effects of dialogue journals in upper division composition classes, and Deborah Braig (University of Pennsylvania) analysed second graders' audience awareness as manifested in their dialogue journals. Abstracts of all five dissertations are included in this report and a list of publications on dialogue journals is appended. (MSE)

ED 294 427 FL 017 346

Odendaal, M. S.
Needs Analysis of Higher Primary Teachers in Kwa Zulu. Report of a Project: "Improvement of English Language Proficiency of Black Primary School Teachers in Southern Africa."
Stellenbosch Univ. (South Africa).
PUB DATE- 85
NOTE- 106p.
AVAILABLE FROM- The Editor, Per Linguam, Institute for Language Teaching, University of Stellenbosch, 7600 Stellenbosch, South Africa (annual subscription $10.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- *Educational Needs; *Elementary School Teachers; *English (Second Language); Foreign Countries; Indigenous Populations; Intercollegiate Cooperation; *Language Proficiency; Primary Education; Second Language Instruction; Teacher Characteristics; *Teacher Education; *Teacher Education Curriculum; Teacher Qualifications
IDENTIFIERS- *Africa (South); Kwazulu

This special issue of "Per Linguam" is entirely devoted to a report of a project to improve the English language proficiency of primary school teachers in the Kwa Zulu area of Southern Africa. The inter-university project was designed to raise the standards of English modeling and instruction early in the education of children in order to provide them with a better command of the language for academic success and retention. The report of the initial phase of the project, a language need analysis of higher primary teachers: (1) outlines the conceptual framework for second language learning used in the project; (2) describes the existing linguistic situation and related instructional problems; (3) surveys existing literature; (4) presents the project's goals and methods of data collection; (5) gives a profile of teacher characteristics; (6) describes the setting in which primary teachers work in KwaZulu; (7) summarizes and analyzes the results of the needs survey; (8) interprets the results in terms of teacher education course specifications; (9) compares teacher needs with existing teacher training courses; (10) draws conclusions; and (11) makes recommendations for teacher education curriculum design and further research. (MSE)

ED 294 443 FL 017 375

Delpit, Lisa D.; Kemelfield, Graeme
An Evaluation of the Viles Tok Ples Skul Scheme in the North Solomons Province. ERU Report No. 51.
Papua and New Guinea Univ., Port Moresby. Educational Research Unit.
PUB DATE- Apr 85
NOTE- 196p.; Print is faint on some pages. Best available copy.
AVAILABLE FROM- Educational Research Unit, Box 320, University P.O., University of Papua New Guinea, Papua New Guinea.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Techniques; Cultural Awareness; Dialects; Educational Needs; Educational Policy; Elementary Secondary Education; English (Second Language); Foreign Countries; *Indigenous Populations; *Language of Instruction; Language Role; *Literacy Education; *Native Language Instruction; Program Descriptions; Program Development; *Program Effectiveness; *School Community Relationship
IDENTIFIERS- *Papua New Guinea (North Solomons Province)

The local-language-medium schools of North Solomons Province are described and evaluated. The Viles Tok Ples Skuls (VTPS) provide education in both the indigenous languages (tok ples) and English as a means of integrating the past with modern development, as is preferred by the local people. The report contains seven chapters. The first gives the history of educational language policy in the North Solomons and the background of the VTPS plan. The second reviews research on similar programs conducted in other parts of the world and evaluates VTPS in the light of its stated overall goals. Chapters 3 through 5 give a formative assessment of aspects of the program's operations: its relationship to the community, issues related to classroom instruction, and the program's administration. Chapter 6 discusses expansion funding and future planning for other schools giving instruction to all language groups, in approximately 20 languages and over 40 dialects. The final chapter summarizes the findings. (MSE)

ED 294 459 FL 017 395

Enparantza, Jose Luis Alvarez
Connaissance et utilisation des deux langues en milieu partiellement bilingue (Knowledge and Use of Two Languages in a Partially Bilingual Situation).
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
REPORT NO.- CIRB-H-9; ISBN-2-89219-184-X
PUB DATE- 87
NOTE- 22p.
AVAILABLE FROM- International Center for Research on Bilingualism, Pavillon Casault, Universite Laval, Quebec, P.Q., Canada G1K 7P4.
LANGUAGE- French
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingualism; Diachronic Linguistics; Foreign Countries; *Knowledge Level; *Language Dominance; Language Research; *Language Usage; *Social Environment; *Statistical Analysis

A study of the difference between knowledge and use of two languages by bilinguals in a partially bilingual situation looks at what is known about language knowledge and language usage, the linguistic and communication tensions affecting monolinguals in a community, some special cases, and the possibilities for diachronic analysis of language choice. It proposes a statistical method of analyzing the relationship that helps to understand such factors as diglossia and linguistic loyalty, the interactions of monolinguals and bilinguals, and bilingual language dominance or choice. Special cases considered include total language loyalty on the part of bilinguals, the death of the minority language, and usage levels by new couples and their offspring. A case is made for using the analytical method to study trends in language choice over time. (MSE)

ED 294 473   HE 021 401

Neal, Homer A.
Selected Issues Facing U.S. Graduate Education.
PUB DATE- 4 Dec 87
NOTE- 13p.; Paper presented at the Annual Meeting of the Council of Graduate Schools (27th, Washington, DC, December 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Declining Enrollment; *Enrollment Trends; *Federal Aid; *Graduate Study; Higher Education; Labor Force Development; Minority Groups; *Physics; Science Instruction; *Scientific Personnel; *Scientific Research; Trend Analysis
IDENTIFIERS- *National Science Foundation

Three issues are discussed that relate to (1) the need for the United States to become more technologically competitive and more daring in ways to produce, nurture and encourage high quality research and (2) the state of the talent pool that must produce the scientists, mathematicians and engineers to do this research. The first issue concerns recent declines in the human resources pool in scientific research. Declines in the higher education "pipeline" are reviewed, and suggestions are offered to graduate schools for increasing enrollment among both minority groups and non-minorities. The second issue concerns efforts by the National Science Foundation that have resulted in a commitment by the Federal Government to double its funding over the next 5 years, a commitment that is predicated on the introduction of centers for science and technology designed to improve our national competitiveness. A third issue concerns the anticipated funding, construction, and utilization of a very large particle accelerator called the Superconducting Super Collider (SSC). The commissioning of this facility presents challenges to the physics community and to universities to prepare the graduate students and faculty who will be needed to conduct research in this facility. These challenges involve the preservation of quality in the university and the provision of flexible arrangements to accommodate radical changes in the way frontier research is conducted. (KM)

ED 294 487 HE 021 423

Hyman, Randy; And Others
Student Outcomes Assessment Survey 1987-88.
National Association of Student Personnel Administrators, Inc.
PUB DATE- Mar 88
NOTE- 31p.; Paper presented at the Annual Conference of the National Association of Student Personnel Administrators (St. Louis, MO, March 27-30, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accountability; *Educational Assessment; *Evaluation Methods; Higher Education; Motivation; National Surveys; *Outcomes of Education; Performance; Quality Control; Questionnaires; Statistical Surveys; *Student Development; Student Personnel Services; Student Role; Trend Analysis
IDENTIFIERS- *College Outcomes Assessment

Assessment of student learning and development has become a national issue. The status of local campus initiatives was considered in a national survey designed to determine (1) the extent to which assessment programs have been developed or are being developed, (2) the objectives and source of initiation, and (3) assessment techniques. Emphasis was on the role student affairs played in local campus assessment initiatives. All National Association of Student Personnel Administrator (NASPA) member institutions in the United States and Canada were surveyed with a pen and pencil instrument. Responses were solicited with the Total Design Survey Method. The survey form had four areas: general institutional information, student outcome program/plan, information sharing, and optional section. Institutions were identified as two- or four-year colleges, universities, or graduate schools, although there were not enough respondents in the fourth category to permit conclusions to be drawn. Findings indicate that institutions are responding to the pressure for reform by implementing outcomes assessment programs, and that this trend does not vary according to the type or size of the institution. Trends toward developing programs seem the strongest in those NASPA regions whose members are from states with statewide initiatives. Although there is a trend toward outcomes assessment, almost two-thirds of the respondents indicated no activity. Still, indications are that the program activity level will dramatically rise over the next several years. Maps, tables, the survey form, and resource listings are included. 4 references. (SM)

ED 294 502 HE 021 474

Fuhrmann, Barbara S.; And Others
To Be or Not To Be: When and Why Faculty Decide To Be Faculty.
PUB DATE- 88
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; *College Faculty; Departments; Higher Education; Intellectual Disciplines; *Occupational Aspiration; Specialization; *Teaching (Occupation)

The choice of an academic career was investigated with 671 full-time faculty members at Virginia Commonwealth University (VCU). Faculty respondents indicated their departmental and school affiliation, the point in their educational development at which they decided on a college faculty career, their age at the time of that decision, and whether the decision to pursue an academic career came before or after the decision to focus on a discipline or specialty. It was found that the major of respondents made the decision to become a faculty member after completing college: 40% made the decision while in graduate school, and 27% made it after graduate school. Only 15% decided during their undergraduate years, with the remaining 8% deciding either in high school or between undergraduate and graduate school. Faculty in the humanities and sciences tended to make the decision earlier in their educational careers, while those in the health sciences professions tended to make it later. An additional finding was that the decision to enter academic life is heavily influenced by positive teaching experiences and by positive role models and mentors. 9 references. (SW)

ED 294 516 HE 021 762

Financial Statistics. Higher Education General Information Survey (HEGIS) machine-readable data file .

Center for Education Statistics (OERI/ED), Washington, DC.

REPORT NO.- EF-000028

PUB DATE- 86

NOTE- This file is available for each school year beginning with 1965-1966.

AVAILABLE FROM- U.S. Department of Education (ED), Office of Educational Research and Improvement (OERI), Information Services (IS), 555 New Jersey Avenue, NW, Washington, DC 20208. Telephone: (800) 424-1616. (SAS file or SPSS-X file with documentation: $150).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Assessed Valuation; Capital Outlay (for Fixed Assets); College Buildings; Contracts; Costs; Educational Finance; Endowment Funds; *Expenditures; Federal Aid; Fellowships; Financial Support; Fiscal Capacity; *Higher Education; *Income; Interest (Finance); Investment; National Surveys; Operating Expenses; Private Financial Support; Property Appraisal; Scholarships; *School Funds; School Surveys; State Aid; Statistical Surveys; Tuition

IDENTIFIERS- *Higher Education General Information Survey

The Financial Statistics machine-readable data file (MRDF) is a subfile of the larger Higher Education General Information Survey (HEGIS). It contains basic financial statistics for over 3,000 institutions of higher education in the United States and its territories. The data are arranged sequentially by institution, with institutional characteristics first followed by financial data obtained via a special survey form. The data for each year are contained in separate files. Among the variables collected are: institutional revenues by source (e.g., tuition, fees, government appropriations, government grants and contracts, sales of educational services, etc.); expenditures by function (e.g., instruction, research, public service, academic support, student services, institutional support, physical plant operation and maintenance, scholarships and fellowships, etc.); physical plant assets by type and value; indebtedness on the physical plant; endowment revenues; annual changes in fund balance. POPULATION:

Higher Education Institutions (>3,000). TYPE OF SURVEY: Census Survey; National Survey. RESPONDENTS: HEGIS Survey Coordinators for Higher Education Institutions. FREQUENCY: Annual. YEAR OF FIRST DATA: 1966. (CDM)

ED 294 530 IR 013 075

Okigbo, Charles
Television in the Lives of Nigerian Youths.
PUB DATE- Jul 86
NOTE- 41p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Audience Analysis; Children; Developing Nations; Foreign Countries; Government Role; History; *Mass Media; *Programing (Broadcast); Questionnaires; Surveys; Television Research; *Television Viewing; *Young Adults
IDENTIFIERS- Development Communication; Entertainment; *Nigeria

This paper begins with a review of the literature that addresses the broad concerns of youth and media, with particular focus on children and adolescents, then moves on to explain the purpose of this specific study, i.e., to determine the nature of Nigerian young people's access to/use of television and to the competing media of radio and newspapers, their television station preferences, and choice of specific programs. Subjects were between 15 and 25 years old and representative of the first generation of Nigerian television children. A 37-item questionnaire was administered to 300 randomly selected youths living in three major urban centers. Analyses of the 227 usable responses received indicated that: (1) most youths had ready access to radio, television, and newspapers; (2) television was chosen as the prime medium, with newspaper second and radio third; (3) television viewing was a daily routine; (4) many preferred one station to others available; (5) television provided gratification (entertainment); (6) news was preferred to other types of programs; (7) news, politics, and sports were considered entertainment; and (8) commercials were liked. It is concluded that the results suggest the need for definite policies in the operations of Nigerian television. (36 references) (CGD)

ED 294 544 IR 013 089

Schuler, Janice Lynn
Advertising, Marketing and Promotional Strategies for the Female TV Market from 1946-1980.
PUB DATE- Jul 86
NOTE- 35p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; *Audiences; Change; Consumer Economics; *Females; Feminism; History; Home Management; Labor Force; Leisure Time; *Marketing; Mass Media; Political Influences; Sex Role; Socioeconomic Status; Television Research
IDENTIFIERS- *Marx (Karl); United Kingdom; *United States

This paper identifies major shifts in advertising and marketing addressed to the female audience between 1940 and 1980 in terms of women's labor, lifestyle, and leisure, and analyzes various popular and publicized conceptualizations of female identity and feminism from the point of view of business and marketers. The first period is identified as 1940 to 1950, which was characterized by a major shift in the workforce immediately following the war with the displacement of "Rosie the Riveter," and the subsequent shift from the "womanpower campaigns" to campaigns on domesticity and rigidly defined marital and motherhood roles. Another shift in the popular conceptualization of female identify occurring with the rise of the "women's liberation movement" in the early 1970s and the new markets which emerged during this period are also discussed. Three major topics are addressed: (1) Marxism Is Marketing Theory's Target Segmentation and Vice Versa, which includes women's role in the process of reproducing the means of production, the connection between capitalism and women's oppression, and how the interests of the patriarchal ruling class are maintained as the dominant ideology; (2) Marketing, the Market and the Social Subject, which analyzes the interaction between the advertiser and marketer and the viewer/audience/consumer in terms of full social exchange; and (3) I am Woman, I Am Market Segment, which discusses a tripartite, "segmented" model of identity as applied to the female audience from the standpoint of its importance to Marxist theorists, who are interested in achieving social change void of oppression, and to marketers, who need to objectify attitudes toward the stabilization or destabilization of society. Appendixes include lists of organizations affecting advertising and marketing; a list of laws affecting advertising in the United States; and a list of laws affecting advertising in the United Kingdom. (138 references) (CGD)

ED 294 558 IR 013 223

Bates, Tony
Computer Assisted Learning or Communications: Which Way for Information Technology in Distance Education? Information Technology Paper No. 250.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- May 86
NOTE- 18p.; Paper presented at the Conference on Distance Education (Richmond, British Columbia, Canada, May 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Networks; *Distance Education; Foreign Countries; Higher Education; Home Study; *Information Technology; *Instructional Design; Open Universities; *Teaching Methods; Telecommunications
IDENTIFIERS- Open University (Great Britain)

Two uses of computers for teaching in distance education are compared and contrasted: systems based on structured, pre-programmed learning materials, or computer-assisted learning, where the learner communicates as if with the computer; and systems based on the communications functions of computers, or computer-mediated communications systems using electronic mail, conferencing, and databases to facilitate communication between teachers and students. It is argued that the two systems represent quite different educational philosophies, and for distance teaching at a higher education level, the communications mode offers a more appropriate, humanistic, and pragmatic route for further development. One figure supplements the text. (Author/EW)

Quigley, Brooke
Using Video to Enhance Instruction.
Washington Univ., Seattle. Center for Instructional Development and Research.
PUB DATE- 86
NOTE- 70p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for TA (Teaching Assistants) Training.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Objectives; *Educational Resources; Higher Education; *Instructional Effectiveness; Teacher Education; *Teaching Methods; *Videodisks; *Videotape Recordings
IDENTIFIERS- Teaching Assistant Training Project; University of Washington

The first of eight major sections in this report on the use of instructional video at the University of Washington focuses on the usefulness of video. The second section provides an overview of videotape and videodisc technology, and the third lists instructional goals which may be achieved through instructional video. Examples of the use of video to present course information through the direct presentation of content or through interactive learning programs are given in the fourth section for sociology, electrical engineering, life sciences, physiological nursing, and business classes. The fifth section contains examples of the use of video to teach professional skills in law, speech, social work, dentistry, and communications classes. Examples of the use of video to improve teaching effectiveness by showing professionally-produced videotapes about teaching and by videotaping instructors are presented in the sixth section for geography, bioengineering, English as a second language, and sociology classes. The instructional goals, the advantages of video, and instructional procedures are discussed for all of the examples. Precautions for the planning, implementation, and follow-up stages of video application are suggested in the seventh section, and campus resources for video use are described in the eighth. (16 references) (MES)

ED 294 588 IR 052 371

Lehman, Lois J., Comp.; Kiewitt, Eva L., Comp.
Directory of Curriculum Materials Centers. 2nd Edition.
Association of Coll. and Research Libraries, Chicago, Ill.
PUB DATE- 85
NOTE- 197p.
AVAILABLE FROM- Association of College and Research Libraries, American Library Association, 50 East Huron Street, Chicago, IL 60611 ($15.00 for ACRL members; $20.00 for all others).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Childrens Literature; Developed Nations; Foreign Countries; Higher Education; *Instructional Materials; *Resource Centers; *Resource Materials; *Schools of Education; Teacher Education
IDENTIFIERS- Canada; United States

Curriculum materials centers affiliated with colleges and universities in the United States and Canada that offer accredited programs in education are listed in this directory, which is based on the responses to a survey conducted in 1985. The 175 entries include centers in 42 states, the District of Columbia, and five in Canada. Arranged by state, each entry includes the names of the center and of the institution, the address and telephone number, the name of the director, a brief description of the center's holdings, the materials budget, the classification system used, the composition of the staff, the loan policy, and the hours of operation. Also included--as applicable--are special collections, cooperative affiliations, additional information, a listing of any materials returned with the questionnaire that are available through the American Library Association (ALA) library, and/or notes. An alphabetical listing of the centers in each state together with their addresses concludes the directory. (MES)

ED 294 603 JC 870 512

Selected Collective Bargaining Agreements of Maryland Two-Year Colleges.
National Education Association, Washington, D.C.
PUB DATE- 86
NOTE- 98p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Department Heads; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; Personnel Policy; Released Time; Teacher Dismissal; Teacher Retirement; Teacher Salaries; Tenure; Two Year Colleges; Unions
IDENTIFIERS- Community College of Baltimore MD; Montgomery College MD; National Education Association; *NEA Contracts

Collective bargaining agreements for two Maryland Community Colleges are presented, one between the Board of Trustees of Montgomery Community College and the Montgomery College Chapter of the American Association of University Professors, and the other between the City of Baltimore and the Community College of Baltimore Faculty Federation. Both agreements include articles related to bargaining agent recognition, grievances, leaves of absense, salaries, insurance and related benefits, no strike/no lockout pledge, and the scope of the agreement. In addition, the Montgomery Community College agreement covers management functions, faculty appointments and discharges for just cause, workload, and chapter rights. The Community College of Baltimore agreement includes articles on union-board relations, union activities, academic freedom and non-discrimination, conditions of employment, conformity to law, duration of the memorandum of understanding, management rights, procedures for future negotiations, responsibilities of unit members with respect to the agreement and work rules, and a college calendar. Montgomery College's benefit plan is appended. (MDB)

ED 294 617 JC 880 221

Sparent, Martha E.

The Student-Athlete in the Classroom: Developmental Issues Affecting College Athletes and Their Impact on Academic Motivation and Performance.

PUB DATE- Apr 88
NOTE- 24p.; Paper presented at the Annual Symposium on Developmental/Remedial Education (11th, Albany, NY, April 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Athletes; *College Athletics; Community Colleges; Student Attitudes; *Teacher Role; *Teacher Student Relationship; Two Year Colleges; *Two Year College Students

If college instructors are to work effectively with student-athletes, they must be aware of the career goals, identity as athletes, lifestyle, and educational attitudes of these students and develop appropriate strategies for facilitating their growth and maximizing their learning experiences. The college athletic environment, with its rigid schedule, lack of opportunity for expanded social interaction, strong emphasis on authority figures, and directive approach to leadership, encourages student-athletes to see the world in dichotomous terms of right and wrong. For the athletes, the relativistic academic world presents difficulties, since they spend much of their time in a world that overlooks or even consciously discourages ethical and intellectual development. Efforts by teachers to encourage students to see the connections between different disciplines, to look at material from a number of different perspectives, to develop self-awareness, to accept and value other opinions may be particularly threatening to student-athletes. Other areas of potential dissonance between students and teachers are conflicting perceptions of the teacher's role and preferences regarding testing. To work effectively in the academic environment, athletes must learn to transfer their existing skills for planning and goal setting into the classroom and to seek the links between the academic and athletic worlds. (EJV)

ED 294 631 JC 880 243

Griffith, Mary

Texas College & University System Coordinating Board Articulation Workshop Report.

Texas Coll. and Univ. System, Austin. Coordinating Board.

PUB DATE- 86
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *Basic Skills; Community Colleges; Higher Education; *Intercollegiate Cooperation; *Minimum Competencies; Public Colleges; State Universities; *Statewide Planning; Teacher Workshops; Two Year Colleges; Undergraduate Study
IDENTIFIERS- *Texas

In 1985, the Texas College Coordinating Board sponsored a series of regional articulation workshops designed to provide a forum for faculty representatives from both two- and four-year institutions to discuss their concerns regarding the academic preparation of transfer students. The workshops did not deal with the transfer of specific courses, but rather focused on the reading, writing, mathematical, and general education competencies which all students should gain from their lower-division college work. This report is a compendium of the recommendations developed at the articulation workshops. The first three sections emphasize the reading, writing, and mathematics competencies expected of all students who complete general education requirements at a community college, four-year college, or university. Suggestions to facilitate students' acquisition of general education competencies, reading and critical thinking skills, writing competencies, and mathematical competencies are presented next, followed by a list of common skill deficiencies. Statewide and institutional solutions are proposed in the next section. Finally, the report suggests ideas to promote information sharing among institutions and presents general comments. (EJV)

Pleiades. The Journal of the University of Hawai'i Community Colleges. First Edition. February 1988.

Hawaii Univ., Honolulu. Office of the Chancellor for Community Colleges.

PUB DATE- Feb 88

NOTE- 87p.

AVAILABLE FROM- Pleiades Journal, c/o Office of the Chancellor for Community Colleges, 2327 Dole St., Honolulu, HI 96822-2392 (no price given).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Book Reviews; College Athletics; Community Colleges; *Poetry; *Short Stories; Teacher Developed Materials; Two Year Colleges

IDENTIFIERS- *Hawaii

"Pleiades" is a new journal, intended to appear annually, with publication scheduled for February. This is the first edition; it is unnumbered. Designed as a staff development activity, "Pleiades" is intended to contain writings and art authored and edited by the faculty and staff of the University of Hawaii Community Colleges. This first issue includes: (1) "Menehune Fish Pond," a pen and ink drawing by Waihang Lai; (2) "E Ku, E Nana i na Kai 'E," a chant by Keith Kalani Akana; (3) "On Naming the Journal of the University of Hawai'i Community Colleges Pleiades," by Rebekah Luke; (4) "Fillmore's Barn," a short story by Anthony Russo; (5) "Japanese Culture: A View by Shigemi Goto," translated by Ruth Adaniya; (6) "The Classroom," a poem by Elizabeth Young; (7) "Saying the Unsayable," an essay by Michael Molloy; (8) "Forward Progress: The Progressive Era Reforming Impulse and the Transformation of College Football," by Douglas Dykstra; (9) "My Chinese Girl," a poem by John Conner; (10) "The Songs of Sappho Revisited," by Bethany L. Thomas; (11) "Wailua Falls," a pen and ink drowing by Waihang Lai; (12) "The Last of the O opus?," a short story by Amadeo S. Timbol; and (13) A review by John Conner of Allan Bloom's book "The Closure of the American Mind". (EJV)

ED 294 660 PS 017 326

Boots, John
Developmental Consequences of Child Abuse. Selected Papers Number 52.
Foundation for Child and Youth Studies, Kensington (Australia).
REPORT NO.- ISBN-0-947193-03-0
PUB DATE- Jun 86
NOTE- 23p.; Based on paper presented at a seminar at the Royal North Shore Hospital, June 1986.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; *Emotional Problems; Family Characteristics; Foreign Countries; *Incidence; *Individual Development; Psychotherapy; *Sexual Abuse
IDENTIFIERS- *Australia (New South Wales); Projection (Psychology); Research Results; Retrospective Studies (Psychology); *Symptoms

This exploration of the dynamics and developmental consequences of child abuse begins with a definition of child abuse and a discussion of child sexual abuse. After a description of the incidence of child abuse, the consequences of abuse--including health and emotional problems, and neuro-developmental disabilities--are discussed. Further discussion focuses on abused children and their families, and findings of retrospective studies of abused children. Concluding sections cover sexual abuse and its possible short-term psychological symptoms and sequelae. Material from case studies supplements the discussion. It is concluded that the reasons parents mistreat their children have less to do with character and temperament than with the possibility that they themselves were mistreated and were not permitted to defend themselves as children. (RH)

ED 294 675 PS 017 351

Hersh, Leonard R.
Correlates of Elementary School Retention: A Case Study. Report #537.
Horseheads Central School District 1, N.Y.
PUB DATE- Feb 88
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Age Differences; Correlation; Cross Sectional Studies; Early Childhood Education; Economically Disadvantaged; Educational Attainment; *Educational Needs; *Elementary School Students; *Grade Repetition; *Guidelines; Intelligence Quotient; *Kindergarten Children; Mobility; Mothers; Profiles; Sex Differences; *Student Characteristics
IDENTIFIERS- New York (Little Falls)

This cross-sectional study, which was designed to assist in the provision of appropriate educational alternatives for students, presents a profile of elementary students who were retained in first grade at Horseheads Central Schools, Little Falls, New York. The study group was the class of 1995-96, currently in grade 4. A total pupil population of 340 students was studied, of which 3 students were retained in kindergarten, 29 were retained at grade 1, 7 at grade 2, and 8 at grade 3. Discussion focuses on retentions disaggregated by school, gender, intelligence, participation in free and reduced cost lunch programs, achievement at grade 3, age, mobility, and mothers' education. It was concluded that: (1) some retained students have screening intelligence quotients, suggesting that they may have a handicapping condition; (2) a high proportion of "younger" students were retained; and (3) the socioeconomic indicators of mothers' education and participation in the free lunch program were related to the incidence of retention, as well as gender, lower intelligence, lower tested grade 1 achievement, and younger chronological age. Due to differences in average achievement performance and tested intelligence for retained pupils, the Horseheads Central School District should consider adopting retention guidelines. (RH)

ED 294 690   PS 017 371

Katz, Lilian G.
Issues and Dilemmas in Early Childhood Teacher Education.
PUB DATE- Jun 88
NOTE- 37p.; Paper presented at the Conference in Honor of Marrianne Parry (2nd, Bristol, England, United Kingdom, September 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Content; Criteria; Curriculum Development; Early Childhood Education; *Educational Needs; Educational Objectives; *Educational Practices; Higher Education; Preservice Teacher Education; Program Content; *Relevance (Education); *Student Evaluation; Teacher Educators; Teacher Responsibility; *Teacher Student Relationship
IDENTIFIERS- *Dilemmas of Schooling

Issues in early childhood teacher education are discussed in terms of six dilemmas that may explain the low levels of impact and satisfaction attributed to the field by practitioners. Dilemmas are defined as predicaments having two main features: a choice between two or more alternative courses of action, each of which is problematic; and the sacrifice of the advantages of one alternative as a consequence of choosing another. The six dilemmas discussed include: (1) coverage versus mastery of course content; (2) thematic versus eclectic course focus; (3) current versus future needs of students; (4) affective versus evaluative emphasis in the relationship of teachers and students; (5) current versus innovative educational practices; and (6) specific versus global assessment criteria. If the formulation of the dilemmas is correct, then teacher educators are faced with a series of choices of errors; no error-free alternatives exist. The next step in the consideration of the long-term development of the profession of teaching young children seems to be the identification of "least worst" errors. (RH)

ED 294 704 RC 016 584

Mattera, Gloria
Models of Effective Migrant Education Programs.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 123p.; Best copy available.
CONTRACT- 400-86-0024
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Access to Education; Bilingual Education Programs; Correspondence Study; *Demonstration Programs; Elementary Secondary Education; Individualized Education Programs; Interstate Programs; *Migrant Education; *Migrant Programs; Mobile Educational Services; Models; National Programs; *Program Descriptions; Program Effectiveness; *Special Programs; State Programs
IDENTIFIERS- *Early Intervention Programs; Joint Dissemination Review Panel

Intended to encourage both migrant and non-migrant educators to explore the possibilities of adopting and/or adapting the cited programs or appropriate components into their own units, this volume updates the 1974 description of some of the many programs that have proven effective in serving migrant students. Chapter I summarizes seven programs approved by the Joint Dissemination Review Panel: California Migrant Teacher Assistant Corps, Project CHILD (Comprehensive Help for Individual Learning Differences), Early Prevention of School Failure Management Program, Individualized Bilingual Instruction, Migrant Student Record Transfer System, and Project NOMAD (Needs and Objectives for Migrant Advancement and Development). Chapter 2 outlines five projects selected by the Chapter 1 National Identification Program: Idaho Falls Migrant Program, Individualized Bilingual Instruction Interstate Training Project, Port Townsend Migrant Education

Program, Positive Beginnings Program, and Prosser Portable Assisted Study Sequence Program (PASS). Chapter 3 presents exemplary national programs, interstate programs, statewide programs, local programs, and special services (mobile units, migrant centers, staff development programs, and the Oregon Masters Degree Program). Chapter 4 offers suggestions for citizens to become aware of and active in the struggle to improve the education of migrant students. (NEC)

ED 294 717 SE 049 087

Murnane, Richard J., Ed.; Raizen, Senta A., Ed.
Improving Indicators of the Quality of Science and Mathematics Education in Grades K-12.
National Academy of Sciences - National Research Council, Washington, DC. Commission on Behavioral and Social Sciences and Education.

REPORT NO.- ISBN-0-309-03740-9
PUB DATE- 88
NOTE- 231p.; Contains some small type which may not reproduce well.
AVAILABLE FROM- National Academy Press, 2101 Constitution Ave., NW, Washington, DC 20418 ($16.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Quality; Elementary School Mathematics; Elementary School Science; Elementary Secondary Education; Evaluation Criteria; High Schools; Instructional Effectiveness; Leadership; *Mathematics Achievement; *Mathematics Education; *Science Education; Secondary School Mathematics; Secondary School Science; *Teacher Effectiveness
IDENTIFIERS- Mathematics Education Research; *Quality Indicators; *Science Achievement; Science Education Research

The Committee on Indicators of Precollege Science and Mathematics Education was established by the National Research Council to develop indicators of the condition of science and mathematics education in the nation's schools. In this report, the committee makes recommendations for improved ways of monitoring the condition of education in these fields. The recommendations are based on two premises: That all students need the knowledge and reasoning skills that good science and mathematics education provides; and, what teachers and students do in schools determines how much learning takes place. Included in this book are sections on: (1) indicators of science and mathematics education; (2) what are indicators? (3) learning in science and mathematics; (4) student behavior; (5) teacher quality; (6) curriculum; and (7) financial and leadership support. Also included are recommendations, a summary, and a 19-page list of references. Appendices include: "Colloquium on Indicators of Precollege Science and Mathematics Education: Participants"; "Review of Science Content in Selected Student Achievement Tests"; "Summaries of Meetings with Representatives of State and Local Education Agencies"; "Current Projects on Indicators"; and "Coordination of Strategies for Collecting Data." (CW)

ED 294 733 SE 049 127

Kelly, A. E.; And Others
TPIXIE: A Computer Program To Teach Diagnosis of Algebra Errors. An Interim Report.
Aberdeen Univ. (Scotland). Dept. of Computing Science.
REPORT NO.- AUCS/TR8710
PUB DATE- Dec 87
NOTE- 28p.; For related documents, see SE 049 128-130.
CONTRACT- MDA-903-84-K-0279
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *Algebra; *College Mathematics; *Computer Assisted Instruction; Computer Science; Computer Uses in Education; Foreign Countries; Higher Education; Mathematics Education; Mathematics Instruction; Mathematics Skills; Models; *Preservice Teacher Education; Secondary Education; Secondary School Mathematics; *Tutoring

The implementation of the program used in this study, TPIXIE, was predicated on the assumption that acquiring the skill to diagnose student errors was important for teacher trainees. The TPIXIE system (part of the PIXIE family of intelligent tutoring systems) was designed to present users with a series of task-student-answer pairs (where the student's answer was incorrect). The system presents several sets of tasks together with a student's responses, and then presents further tasks and asks the user to predict the responses. If the user is unable to do this, the cycle is repeated. The experiment reported compared the performance of two groups of teacher trainees, one using TPIXIE and the other a variant of PIXIE which merely asked the user to work algebraic tasks. The experiment suggested that the users benefited from interacting with TPIXIE, but transfer of skill was not demonstrated to analogous tasks. The paper concludes with suggestions for a further experiment. (TW)

ED 294 749 SE 049 144

McCollum, Terry L.
The Effect of Animal Dissections on Student Acquisition of Knowledge of and Attitudes toward the Animals Dissected.
PUB DATE- 88
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Laboratory Animals; *Laboratory Experiments; *Laboratory Procedures; Science Education; Scientific Attitudes; Secondary Education; *Secondary School Science; *Student Attitudes; Student Behavior; Student Reaction; *Teaching Methods; Zoology
IDENTIFIERS- Amphibians; Animal Welfare; *Dissection

A conflict exists over the use of animals in the classroom. One aspect of this use involved the dissection of animals. Animal protection advocates report that dissections constitute abuse of the animals dissected. The advocates state that what is learned by dissection could be more effectively learned by other means. Some science educators state that dissections do not constitute abuse; they are educationally justified. They claim that dissections actually help students to better understand and appreciate the animals. The purpose of this study was to investigate how animal dissections affected student attitudes toward and the learning of information about the animals dissected. A comparison was made of the knowledge gained and the attitudes influenced by dissection with that gained and influenced by a lecture presentation. It was found that students who were taught by lecture experienced greater gain in achievement than did the students who dissected a frog. However, there was no significant difference in achievement between minority students who dissected a frog and those receiving the lecture. Students who attended neighborhood schools expressed more positive beliefs about frogs with dissection instruction, but non-neighborhood school students indicated more positive beliefs with the lecture approach. No significance was found concerning feelings toward frogs between the two treatment groups. (CW)

ED 294 765 SE 049 170

Crocker, Robert; And Others

Curriculum Translation in Secondary School Science. An Analysis of Teacher Functional Paradigms.

PUB DATE- 88
NOTE- 44p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum; *Educational Environment; Foreign Countries; Qualitative Research; Science Education; Secondary Education; *Secondary School Science; Student Behavior; Surveys; *Teachers; *Teaching Models; *Textbooks; Theories

The five papers in this set describe a research program designed to examine how an intended science curriculum, as described in policy documents and textbooks, is interpreted by teachers and adapted to an established pattern of classroom functioning embodied in what is called a "functional paradigm." The overall objective of the research is to explore the value of the notion of functional paradigms, describe prevailing functional paradigms in secondary science teaching, and show how such paradigms establish the boundaries of classroom functioning and influence the interpretation of curriculum. The first paper in the set outlines the theoretical framework and describes the data base. This is followed by papers on three major substantive areas derived from the analysis: (1) teacher repertoires; (2) orchestration of the setting; and (3) content coverage and evaluation. Finally, a more general outline is given of what seems to be a dominant and a secondary paradigm for science teaching. The dominant paradigm is based on the primacy of teaching content under a whole class setting. The secondary paradigm appears to be based more on the idea of science as process and requires some modification of the dominant pattern of classroom behavior. (CW)

ED 294 369 EC 202 538

Murphy, James,. Ed.; Hobbs, Barbara
Social Skills. News Digest #6.
Interstate Research Associates, Inc., Washington, D.C.; National Information Center for Handicapped Children and Youth, Washington, DC.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 87
NOTE- 9p.; For related information, see EC 202 536-540.
GRANT- G0084C3500
AVAILABLE FROM- National Information Center for Handicapped Children and Youth, Box 1492, Washington, DC 20013 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Behavior Change; Communication Skills; *Disabilities; Elementary Secondary Education; Friendship; *Interpersonal Competence; Interpersonal Relationship; Peer Relationship; Social Development

This edition of the newsletter of the National Information Center for Handicapped Children and Youth introduces methods used to change children's behavior and help them acquire the skills needed to work with others, have friendships, achieve independence, and enjoy normal social relationships. Brief articles have the following titles: "Social Skills"; "Identifying Obstacles to Social Interaction"; "Basic Principles for Changing Children's Behavior"; "Methods of Influencing Behavior Change"; "Developing Effective Communication"; "Changing the Child's Peers and the Environment." Thirty-eight references are cited. (DB)

ED 294 384 EC 202 555

Ripich, Danielle N.
Current Issues in Language Disorders.
PUB DATE- Oct 87
NOTE- 31p.; Paper presented at the Annual Boston University Conference on Language Development (12th, Boston, MA, October 23-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; Classroom Observation Techniques; Clinical Diagnosis; Communication Disorders; *Communication Skills; *Ethnography; Interaction Process Analysis; *Language Handicaps; *Learning Processes; Speech Handicaps; *Speech Therapy; *Teacher Student Relationship; Therapists

The paper looks at rules for discourse in the classroom and how they may complement or conflict with each other in facilitating the learning of language disordered children in the classroom or therapy session. Six critical skills are identified which children need for a good teaching-learning interaction. They are: attention, turn taking, coherence, repair (self correction), listener modification, and informativeness. Similarities and differences in styles in clinical discourse compared with classroom exchanges are noted. Problems which speech-language impaired children have in bridging these two styles of teaching-learning discourse is analyzed using an ethnographic study of the underlying rules of the interactions. Problems of the clinician studying the classroom include physical access, psychological access, and overcoming personal biases. Examples of direct (field notes, participant observation) and indirect (interviews, role play) methods of data collection are given. A case study of a 9-year-old communication disordered boy which uses the steps of the ethnographic method is offered. The steps are as follows: identify the child; describe communication problem; interview the child; develop a summary of the problem; observe in the classroom; summarize observations and determine pattern of communication breakdown; and, validate observations. Finally an intervention plan is developed by the clinician, the teacher, and the child. (DB)

ED 294 399 EC 202 570

Mason, Virgyl
Kendall Demonstration Elementary School: Mathematics Curriculum Guide. Second Edition.
Gallaudet Coll., Washington, D.C. Pre-College Programs.
PUB DATE- 88
NOTE- 149p.
AVAILABLE FROM- Gallaudet University, Pre-College Programs, 800 Florida Ave., N.E., Washington, DC 20002.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Objectives; Elementary Education; *Elementary School Mathematics; *Hearing Impairments; *Learning Activities; *Mathematics Instruction; Student Evaluation; *Teaching Methods
IDENTIFIERS- *Kendall Demonstration Elementary School DC

This mathematics curriculum guide is one of a series developed by the Kendall Demonstration Elementary School (KDES), which serves hearing-impaired students in grades 1-8, to provide a clear representation of the school's programs in various subject areas. Essential classroom practices in the areas of planning, instruction, and evaluation are summarized. Curriculum objectives are arranged in a scope and sequence format and each objective is supported by student activities, instructions for teachers, recommended resources, and in some cases, evaluation strategies. The objectives are organized by school year as well as content area to make it easier for teachers to plan for students at all levels. Development, practice, and application activities provided for every objective are intended to help in daily lesson planning. The KDES math program is organized around six strands or goal areas which are incorporated into the program at every grade level: (1) sets, numbers, and numeration; (2) operations and properties; (3) measurement; (4) geometry; (5) relationships, statistics, and graphing; and (6) problem solving. Yearly progress charts are provided for each level. Appendices include a glossary of terms used in the guide, a materials resource list, and instructions and forms for recording student progress. (VW)

ED 294 444 FL 017 379

McCormick, Donald W.
Bibliography of Literature on Neuro-Linguistic Programming.
PUB DATE- 23 Apr 87
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Audiotape Recordings; Books; Doctoral Dissertations; *Information Sources; *Language Research; *Linguistic Theory; *Neurolinguistics; Research Reports; Scholarly Journals; Videotape Recordings
IDENTIFIERS- *Neurolinguistic Programming

Two bibliographies on neurolinguistic programming are updates of an earlier literature review by the same compiler. The two lists contain citations of over 160 books, research reports, dissertations, journal articles, audio and video recordings, and research projects in progress on aspects of neurolinguistic programming. Appended notes suggest additional sources for related literature and a sample letter to a Neuro-Linguistic Programming (NLP) researcher gives recommendations for evaluating research design in the field. (MSE)

ED 294 460 FL 017 396

Auger, Julie, Ed.
Actes du colloque: Tendances actuelles de la recherche sur la langue parlee (Conference Presentations: Current Trends in Research on Oral Language).
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
REPORT NO.- CIRB-B-166; ISBN-2-89219-188-2
PUB DATE- 88
NOTE- 168p.; Papers presented at a student sociolinguistics conference at the University Laval (Quebec, Canada, September 25-27, 1987).
LANGUAGE- French; English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Chinese; Discourse Analysis; Foreign Countries; *French; Grammar; Italian; Language Research; *Language Usage; Language Variation; *Linguistic Theory; Males; Multilingualism; *Oral Language; Phonetics; *Phonology; Regional Dialects; Research Methodology; Semantics; Sex Differences; Spanish; Verbs
IDENTIFIERS- *Canada; *French (Canadian); Ontario (Hull); Ontario (Ottawa); Quebec; Quebec (Montreal); Quebec (Quebec)

Student papers presented at a sociolinguistics conference include: "La variation phonologique d'une voyelle a Hull"; "La force illocutoire des pronoms personnels 'je' et 'tu' en tant qu'insignes des places d'ou parlent les femmes et les hommes"; "L'emploi des modes indicatif et subjonctif dans le francais parle de la ville de Quebec"; "A Study of the (-ing) Variable in the Ottawa Male Community"; "An Application of Correspondence Analysis to the Multiple Variant Problem"; "Une etude des qualificateurs, intensificateurs et phrases encloses par rapport a la differenciation linguistique selon le sexe"; "Organisation conversationnelle en situation de plurilinguisme: les choix linguistiques des italophones de Montreal"; "'Pi' interrogatif en quebecois"; "Analyse parametrique de la chute du /s/ en espagnol"; "Lexical Variation in the Speech of Four Chinese Speakers"; "Marqueurs de discours et fonction discursive des narrations"; "Variation phonetique dans l'emploi des pronoms de troisieme personne en francais quebecois"; "L'alternance entre les determinants demonstratifs 'ce et cette' en francais parle a Montreal"; and "A la recherche des diphtongues nasales du francais parle a Quebec". (MSE)

ED 294 474 HE 021 402

Walters, Norma J.

Curriculum Design: Nurse Educator's Role in Managing and Utilizing Various Teaching Methodologies.

PUB DATE- 5 Mar 88
NOTE- 55p.; Paper presented at a Seminar in Nursing at the College of Nursing, University of South Alabama (Mobile, AL, March 5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cognitive Style; *Curriculum Design; Educational Objectives; Higher Education; Interpersonal Communication; *Leadership Styles; Literature Reviews; Nurses; *Nursing Education; Power Structure; Research Utilization; Student Motivation; *Teacher Role; *Teaching Methods

The role of the nurse educator in curriculum design in the future is considered. Changing technology, shifts in patient care agencies, legislation and long-term care specialties in nursing are all factors that will have a significant impact on curricula. Plans for managing and utilizing various teaching methodologies will be an important role for the nurse educator. The following roles are discussed and the literature reviewed: leadership, goal-setting, motivation, perception, communication, power and political involvement, learning styles, teaching methodologies, and research. An outline of the paper is attached. 56 references. (KM)

ED 294 503 HE 021 475

Hamblen, Karen A.
Research in Art Education as a Form of Educational Consumer Protection.
PUB DATE- Apr 88
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Education; Higher Education; Political Influences; *Research; Research Needs; Trend Analysis

Art education research is examined to indicate the importance of having an adequate research base to make informed educational decisions. To examine the ways in which research proceeds from sociopolitical assumptions and, in turn, shapes perceptions of the field and guides actions, the following are discussed: (1) art education research trends; (2) the sociopolitical nature of research; (3) research deficiencies in art education; and (4) prescriptions for research within a critical perspective. The objective is to focus attention on the reality-constructing nature of art education research, on the need for research agendas supportive of diverse approaches and alternative interpretations, and on the importance of incorporating in research, self-critical components that acknowledge biases and limitations. Art education researchers have often conducted experimental studies and relied on scientific methods of general education and psychology. The psychological aspects of children's artistic development has been a research focus. Arts eduction research currently seems to emphasize psychometric studies, histories, and research summaries. Ad hoc and individually conducted research is advocated as well as collaborative and funded research. 30 references. (SW)

ED 294 517 HE 021 763

Adult and Continuing Education: Noncredit Activities in Institutions of Higher Education. Higher Education General Information Survey (HEGIS) machine-readable data file .
Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- EF-000029
PUB DATE- 80
NOTE- This subfile is currently available for 1977-78 and 1979-80. See also: "Noncredit Activities in Institutions of Higher Education, 1978)" (ED203730).
AVAILABLE FROM- U.S. Department of Education (ED), Office of Educational Research and Improvement (OERI), Information Services (IS), 555 New Jersey Avenue, NW, Washington, DC 20208. Telephone: (800) 424-1616. (SAS file or SPSS-X file: $150).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Records; Adult Basic Education; *Adult Education; College Administration; *Continuing Education; Continuing Education Units; Courses; *Enrollment; Financial Support; *Higher Education; High School Equivalency Programs; Job Training; Low Income Groups; National Surveys; *Noncredit Courses; *Occupations; Older Adults; Professional Continuing Education; Race; Sampling; School Registration; School Surveys; Sex; Statistical Surveys; Student Records; Units of Study
IDENTIFIERS- *Higher Education General Information Survey

The Adult and Continuing Education: Noncredit Activities in Institutions of Higher Education machine-readable data file (MRDF) is a periodically obtained subfile of the larger Higher Education General Information Survey (HEGIS). Its purpose is to obtain a measure of the extent to which individuals beyond compulsory school age (but that are not full-time students) are engaged in noncredit, but organized instructional activities. The sample used, of nearly 500 institutions out of a universe of over 3,000, provides the basis for a national estimate of registrations in noncredit activities by subject area and occupational specialty. The institutions were selected in accordance with a sampling plan and were surveyed on a system-wide basis. Included were single-campus schools, independent members of institutional systems, and main and branch campuses of multicampus institutions. This survey included noncredit activities conducted by undergraduate, graduate, professional, and general studies schools; religious institutes; conference bureaus, and others, in addition to those conducted by extension and continuing education divisions. Excluded were those activities offered by the Cooperative Extension Service of land-grant college (which are reported directly to the U.S. Department of Agriculture). The file identifies and locates the administrative units and the academic departments sponsoring such courses. The number of registrations for up to 45 broad fields of instruction and seven occupational specialties are provided for each institution. Statistics are provided on: administrative control programs; awarding continuing education units (CEU); student services; special courses for adult basic education and General Education Development (GED) classes; special fee provisions for elderly and low income persons; external sponsors for courses. Percentages are calculated for funding sources, course sources, and types of class materials. POPULATION: Higher Education Institutions (>3,000). TYPE OF SURVEY: National Survey; Sample Survey. RESPONDENTS: Survey Coordinators for Institutions of Higher Education. SAMPLE: Higher Education Institutions (<500). FREQUENCY: Periodic. YEAR OF FIRST DATA: 1967. (CDM)

IR

ED 294 531   IR 013 076

Oduko, Segun

New Technologies Upset the Political Communication Balance in the Third World.

PUB DATE- Jul 86

NOTE- 21p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986). Some pages contain light type.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Audiences; *Broadcast Industry; Censorship; Communications; Copyrights; Cultural Influences; *Developing Nations; Films; Foreign Countries; *Government Role; Information Networks; Mass Media; *Political Influences; Programing (Broadcast); Radio; *Videotape Recorders

IDENTIFIERS- Africa; Asia; Central America; *Development Communication; *Nigeria; South America

This paper argues that new technologies, which play significant roles in the process of communication, may solve some problems, but they also tend to create new ones. A discussion of the various problems encountered in Nigeria, where an appreciable penetration of portable video cameras and recorders has given the public more access to, and choice of, media software, is used as an example of the complexities that a new technology may introduce into a system. The effects on the potential audience of the introduction of the more expensive color television rather than continued use of black and white is also discussed. It is pointed out that the broadcast system in Nigeria, as in the Third World generally, is inextricably involved with politics, and that media in Third World countries, including Asia and Africa, are almost always in the direct or indirect service of the government of the day. Such service, it is noted, results in a high percentage of broadcast time being devoted to educational material, and political broadcasts receiving priority over other programs. The broadcasting systems in Asia and South and Central America are briefly described and compared with the systems in Africa, especially in terms of government involvement and control. The political factors operating in the creation of an alternative station in Nigeria are also described. An overview of the world-wide penetration of radio, television, and video recorders in both developed and Third World countries is then provided, and a concluding statement sums up the current situation in Nigeria. (10 references) (CGD)

ED 294 559 IR 013 224

Durbridge, Nicola

Integrating Television and Audio-Cassettes. A Case Study of TV6, E206: Personality Development and Learning. IET Paper No. 251.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- Nov 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Audiotape Cassettes; *Distance Education; Educational Media; *Educational Television; Foreign Countries; Higher Education; *Multimedia Instruction; Student Attitudes; *Teaching Methods
IDENTIFIERS- *Open University (Great Britain); Printed Materials

The teaching strategy for one unit of a British Open University educational television series, "Personality Development and Learning," used audiocassettes and printed text as a means of examining broadcast television content. The teaching package contained the audiocassette, which combined academic comment with excerpts from the program soundtrack, and 14 pages of notes on the cassette, which included a sequence of still visual materials such as images from the program and essential exercise ingredients. Telephone interviews with 15 students brought out the following points of interest: (1) this strategy does not use video, an approach which can also work well but is more expensive and dependent on student access to video equipment; (2) studying with an audiocassette may be easier and more effective than studying with video; and (3) the embedding of the audiocassette element in the unit text led to its perception by students as relevant or essential material. Five frames of the visuals used are appended. (MES)

ED 294 574 IR 013 241

Neufeld, G. Ronald

Innovations in Distance Education Applied to the Professional Development of Teachers. (A Canadian Perspective).

PUB DATE- Mar 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Communications Satellites; Costs; *Distance Education; *Educational Television; Electronic Mail; Foreign Countries; Futures (of Society); *Inservice Teacher Education; Instructional Design; Intermode Differences; Teacher Attitudes; Telecommunications; Teleconferencing; Telecourses
IDENTIFIERS- Canada; *Course Development

This paper presents a definition of distance education and a rationale for it both in pragmatic, problem-solving terms and in relation to a larger view of society. The geographic, political, educational, and technological context of distance education in Canada is then discussed. Traditional correspondence courses, satellite-delivered credit and non-credit courses, teleconferencing, and computer networking/electronic mail for the continuing professional education of teachers in British Columbia are described. A course on the study of exceptional children, which was broadcast live via satellite, is used as a case study to illustrate issues in course production and design, production standards, and cost. The results of pre- and post-course questionnaires covering participant characteristics, attitudes toward exceptional children, attitudes toward telecourses, program quality, live interactive television versus passive viewers, course requirements, and preferred viewing time are summarized, and telecourses are compared with traditional classroom instruction. A discussion of future directions for distance education concludes the paper. (29 references) (MES)

ED 294 589 IR 052 372

Nitecki, Danuta A., Ed.
Energies for Transition. Proceedings of the National Conference of the Association of College and Research Libraries (4th, Baltimore, Maryland, April 9-12, 1986).
Association of Coll. and Research Libraries, Chicago, Ill.
REPORT NO.- ISBN-0-8389-6976-3
PUB DATE- 86
NOTE- 254p.
AVAILABLE FROM- American Library Association Publishing Services, 50 East Huron Street, Chicago, IL 60611 ($22.00 for ACRL members; $30.00 for all others).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Higher Education; Information Technology; *Library Administration; Library Automation; Library Collection Development; Library Instruction; Library Personnel; Library Role; *Library Services; Reference Services

This proceedings of the 1986 conference of the Association of College and Research Libraries contains 60 papers--44 position papers, 7 research reports, and 9 idea briefs--dealing with the issue of transitions facing librarians and ways to respond to these transitions through both formal and informal means. Papers are organized under eight broad topics: (1) academic and research librarianship; (2) bibliographic control; (3) bibliographic instruction; (4) collections management; (5) library administration; (6) personnel; (7) reader services; and (8) technology. Specific topics addressed in the refereed collection of papers include: "The Plateaued Employee and the Manager's Role" (James F. Comes); "Financing Academic Libraries" (John M. Cooper); "Developing-World Imprints in Academic Library Collections" (David L. Easterbrook); "Psychological Needs and Source Linkages in Undergraduate Information-Seeking Behavior" (Kathleen Dunn); "CD-ROM Optical Disk Technology in Libraries" (Nancy L. Eaton and Julie B. Schwerin); "Academic Library Censorship in a Conservative Era" (Elizabeth Hood); "A Populist Approach to Automation: Developing Local Systems in a Mainframe Context" (David F. Kohl); "Capturing the Mainstream: An Examination of Publisher-Based and Subject-Based Approval Plans in Academic Libraries" (Karen A. Schmidt and Robert G. Sewell); and "Technical Services: Public Services behind Closed Doors" by Georgene A. Timko. A directory of contributors and author and subject indexes are included. (MES)

ED 294 604 JC 870 513

Agreement between the Massachusetts Board of Regents of Higher Education for the Massachusetts Regional Community Colleges and the Massachusetts Community College Council/Massachusettes Teachers Association, an Affiliate of the National Education Association for Academic Years 1983-84 to 1985-86 and 1986-87 to 1988-89.

Massachusetts State Board of Regents of Higher Education, Boston.; National Education Association, Washington, D.C.

PUB DATE- 86
NOTE- 140p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Department Heads; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; Personnel Policy; Released Time; Teacher Dismissal; Teacher Retirement; Teacher Salaries; Tenure; Two Year Colleges; Unions
IDENTIFIERS- *Massachusetts; Massachusetts Board of Regional Community Colleges; National Education Association; *NEA Contracts

Two consecutive collective bargaining agreements between the Massachusetts Board of Regents of Higher Education and the Massachusetts Community College Council/Massachusetts Teachers Association are presented, covering the years 1983 through 1986 and 1986 through 1989. The 26 articles in the agreements set forth rights and provisions related to: (1) unit recognition and definitions; (2) the relationship between the association and the board, and the formation of a special joint study committee to resolve problems related to the agreement; (3) the use of board facilities; (4) the rights and responsibilities of the board, and the role of unit members in college governance; (5) maintenance of records; (6) deduction of dues and agency fees; (7) academic freedom and responsibility; (8) affirmative action; (9) supplemental benefits; (10) grievance procedures; (11) appointment, reappointment, and tenure; (12) workload, work assignment, and working conditions; (13) faculty evaluation; (14) promotion and change of rank of faculty and professional staff; (15) termination, dismissal, discipline, and resignation; (16) filling of vacancies; (17) transfer; (18) written notices; (19) retrenchment; (20) department chairs; (21) salary adjustments; (22) the establishment of the Management Association Committee on Employee Relations; (23) no strike or lockout pledge; (24) a savings clause; (25) holdover; and (26) the duration and successorship of the contract. Forms for applying for sabbaticals, complaints, workload computation, instructional evaluation, student advisement, promotion and professional development are appended to the 1986-89 agreement. (MDB)

ED 294 618 JC 880 222

Webb, Nan; Tripp, John
Computerized Placement Testing and Academic Placement.
PUB DATE- 26 Oct 87
NOTE- 14p.; Paper presented at the League for Innovation in the Community College Conference "The Role of Communication Technology" (San Francisco, CA, October 25-28, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Skills; Community Colleges; *Computer Assisted Testing; Mathematics Tests; Reading Tests; Screening Tests; *Student Placement; Testing Programs; Two Year Colleges; Two Year College Students
IDENTIFIERS- Central Piedmont Community College NC; *Computerized Placement Tests

The Testing Center at Central Piedmont Community College (CPCC) in North Carolina, Educational Testing Service, and the College Board are participating jointly in pilot and field testing Computerized Placement Tests (CPTs). CPTs, which assess communications, reading, and mathematics skills, have the following benefits: (1) students may take the self-test at their convenience, either on their first visit to campus or by scheduling an appointment during Testing Center hours; (2) the tests are untimed, allowing students to progress through them at their own pace; (3) the tests can be individualized; and (4) students have immediate results at the completion of testing. The CPTs also resolve some of the commonly raised issues about testing. First, CPTs address the problem of lack of agreement about what constitutes college-level work by establishing a standard that can be used from college to college. Second, CPTs ensure that students are placed into the correct courses. Third, the tests are appropriate for the growing percentage of adult students in that they facilitate the assessment of prior learning, and can be taken quickly at convenient times. Fourth, since high school grades are no longer reliable indicators of student learning, CPTs, combined with other diagnostic evaluations, provide some reference for admission decisions. And finally, CPTs, which are based on an extensive body of research, can be relied upon to accurately assess college freshmen. (EJV)

ED 294 632 JC 880 244

Kugelmann, Robert
A Cost-Effectiveness Study of the Two-Year Dental Hygiene Program at Fayetteville Technical Institute.
PUB DATE- Aug 87
NOTE- 132p.; Ed.D. Dissertation, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Allied Health Occupations Education; College Graduates; Community Colleges; *Cost Effectiveness; *Dental Hygienists; Employer Attitudes; *Employment Opportunities; *Employment Patterns; *Program Costs; Program Evaluation; Questionnaires; Surveys; Two Year Colleges; Two Year College Students; Vocational Followup
IDENTIFIERS- *Fayetteville Technical Institute NC

A study was conducted at North Carolina's Fayetteville Technical Institute (FTI) to determine the cost-effectiveness of the college's 2-year Dental Hygiene Program and to assess the employment opportunities for graduates of this program. The study involved collecting information on the dollar costs of the program and conducting surveys of dentists in the local area, graduates of the program, and currently enrolled students to determine employment opportunities. Study findings included the following: (1) from 1982 to 1986, 172 students enrolled in and 78 students graduated from the Dental Hygiene Program; (2) over the past 5 years, the cost of the program rose, while enrollments declined, with the program never generating enough income to cover costs; and (3) while employment prospects for program graduates were good, 70% of the graduates of the program were employed outside of the FTI service area. Based on study findings, it was recommended that the administration place the Dental Hygiene Program on a 10-month schedule, eliminating the summer program; consider the feasibility of replacing full-time faculty with part-time faculty on an attrition basis; and make no effort to expand student recruitment efforts. The survey instruments are appended. (Author/EJV)

ED 294 646   JC 880 269

Williams, Margaret D.
Short-Term Education in the People's Republic of China.
PUB DATE- 88
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Admission; College Curriculum; Foreign Countries; Higher Education; Institutional Characteristics; Labor Education; Noncampus Colleges; *Nontraditional Education; *Postsecondary Education; *Public Education; Selective Admission; *Technical Education; *Telecourses; Universities
IDENTIFIERS- *China

An overview of postsecondary education in the People's Republic of China is presented, based on the experiences of 38 visiting U.S. community college faculty members and administrators who met with Chinese educators at several college campuses in July 1987. First, the paper explains the differences in curricula and admissions for the following three sectors of Chinese post-secondary education: (1) four-year regular universities, which because of lack of space and resources can only accept a small percentage of qualified students; (2) advanced professional and vocational schools with 2- and 3-year curricula, which generally admit students with work experience for tuition-paid advanced study in their field of employment; and (3) newer polytechnic colleges, which are similar to U.S. community colleges. Next, the paper describes several colleges, including the Beijing Short-Term College of Economic Management and Finance, which focuses on instruction in economics, finance, accounting, and administration; Harbin College, a polytechnic operating under the authority of the municipal government; Heilongjiang University, a comprehensive university with an evening division teaching applied principles in administration, business management, library administration, applied mathematics, chemistry, optics, computers, microcomputers, and languages; and Guangzhou University, a comprehensive short-term college with an adult education division designed to train middle and top-level managers. The final sections describe China's Television Universities, which since their establishment in 1979, have served more than 590,000 full-time and 400,000 part-time students. Concluding remarks highlight problems and advances in Chinese education. (MDB)

PS

ED 294 661 PS 017 328

Larsson, Yvonne
On Being a Gifted Adolescent. Selected Papers Number 54.
Foundation for Child and Youth Studies, Kensington (Australia).
REPORT NO.- ISBN-0-947193-05-7
PUB DATE- 87
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Ability Identification; *Academically Gifted; *Adolescents; Economically Disadvantaged; Emotional Problems; Females; Foreign Countries; *Gifted Disadvantaged; Minority Groups
IDENTIFIERS- Australia

Because of recent criticism of the use of standardized tests to identify gifted individuals, the focus for identification of gifted adolescents has shifted to acceptance of three interrelated aspects: (1) above average ability; (2) task commitment; and (3) creativity. It is now recognized that talented individuals will only do well in circumstances that encourage development of their talents and offer emotional support. Unfortunately, many misconceptions about the gifted and gifted education persist, and many adults have difficulty dealing with immaturity in gifted adolescents. Although evidence is growing that gifted adolescents are more likely than others to reach adulthood without emotional or psychological difficulties, there often arise problems such as intensified stress, peer pressure, and conflicts between talent and societal expectations (particularly with girls, who are expected to conform, and be neat and quiet). Also important, especially in Australia, is identification of a broad concept of giftedness, which would provide opportunities for girls, aborigines, students from non-English speaking backgrounds, and poor and rural students. A number of projects are being undertaken in Australian states to reach, encourage, and support a wide variety of gifted students. A checklist used to identify gifted underachievers, a needs assessment questionnaire, and 48 references conclude the document. (SKC)

ED 294 676 PS 017 352

Parker, Louise E.; Lepper, Mark R.
The Effects of Fantasy Context on Children's Learning and Motivation.
PUB DATE- 31 Aug 87
NOTE- 10p.; Paper presented at the Annual Meeting of the American Psychological Association (New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Graphics; Computer Uses in Education; *Elementary School Students; *Fantasy; Grade 3; *Instructional Effectiveness; *Learning; Primary Education; *Sex Differences; *Student Motivation
IDENTIFIERS- *Context Effect; LOGO Programing Language

Examined were the effects on children's learning and motivation of the embedding of instructional materials in various fantasy contexts. Students in the third grade worked with graphics commands from the LOGO programming language under one of three conditions. In a control condition, students were given a series of abstract problems characteristic of traditional instructional methods. In two fantasy conditions, identical problems were presented within a fantasy problem-solving context. In one group, children were given their choice of three alternative fantasy contexts; in the other, children were assigned fantasies yoked to the choices of the other group. Students were tested on their knowledge of LOGO and several underlying geometric concepts before, immediately after, and 2 weeks after the experimental sessions. Both fantasy groups showed significantly greater knowledge of LOGO, but not of underlying concepts, than their no-fantasy counterparts. There were no differences between the two fantasy groups. Unexpectedly, girls outperformed boys on both tests. Implications regarding the use of motivational embellishments to enhance interest and promote learning are discussed. (Author/RH)

ED 294 691 PS 017 373

Gnezda, Terry; Sonnier, Cate
Early Childhood Education: The Status of State Involvement.
National Conference of State Legislatures, Denver, CO.

REPORT NO.- ISBN-1-55516-184-7
PUB DATE- Jun 88
NOTE- 16p.
AVAILABLE FROM- National Council of State Legislatures, Book Order Department, 1050 17th Street, Suite 2100, Denver, CO 80265.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Early Childhood Education; *Financial Support; Preschool Education; *State Aid; State Departments of Education; *State Government; *State Programs; Young Children

Examined in this report is the extent of interest in educational programs for preschool-age children during the 1980s. The introduction notes that 21 states spent state money on early childhood programs in 1987, and that the spending was in response to: (1) increased employment of mothers of young children; (2) research demonstrating the long- and short-term academic and social benefits of such programs; and (3) findings that suggest that spending on early childhood education can save a state $4 for every $1 spent. The report defines early childhood education programs, then details state commitments to early childhood education in terms of: (1) state dollars for early childhood education; (2) restrictions on state dollars for early childhood education; (3) children served; and (4) additional resources. Special program characteristics for various states are detailed with respect to the role of parents, curriculum approaches, and coordination of services. Also considered are linkages between state early childhood education programs and Head Start programs. The report concludes by pointing out that nearly half the states spend state money on early childhood education, and that the majority of state early childhood programs target 4-year-old children. Four references, an appendix listing state funding for early childhood education by state, and a description of the National Conference of State Legislatures Children, Youth, and Families Program wrap up the report. (SKC)

ED 294 718   SE 049 093

Koch, Helmut
The Moist Side of Life--Some Classroom Activities in Biological Adaptation.
PUB DATE- 88
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animal Behavior; *Biological Sciences; Cognitive Development; Cognitive Processes; *Concept Formation; Elementary School Science; Elementary Secondary Education; Epistemology; *Laboratory Animals; *Science Activities; Science Education; *Secondary School Science; Teaching Methods; Zoology
IDENTIFIERS- *Crustaceans

There is a group of terrestrial crustaceans, the isopods or sowbugs, that spend their lives in the cool, damp and dark microhabitats beneath rocks, decaying logs, and leaf litter. Although these animals are well adapted to exploit these moist niches, they are obligated to live where they do because of their need for moisture and high humidity to prevent dehydration. The activities in this guide are designed to compliment class discussions about how invertebrates and other animals have solved the problem of water and moisture control. This guide includes: (1) a background for teachers; (2) where one can get isopods; (3) the dry and moist side of an isopod's life (an activity); (4) some interesting variations; (5) summary; (6) additional comments and considerations; and (7) a glossary. The activity contains discussions of observations and interpretations of the data collected. The paper concludes with a discussion of the content and process approach to learning and provides a content map and a "V" analysis of the lesson on isopods. (CW)

ED 294 734 SE 049 128

Martinak, R.; And Others
Studies of Diagnosis & Remediation with High School Algebra Students.
Aberdeen Univ. (Scotland). Dept. of Computing Science.
REPORT NO.- AUCS/TR8711
PUB DATE- Dec 87
NOTE- 70p.; For related documents, see SE 049 127-130.
CONTRACT- MDA-903-84-K-0279
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Research/Technical (143)
DESCRIPTORS- *Algebra; *Computer Assisted Instruction; Computer Science; Computer Uses in Education; Foreign Countries; Mathematics Education; *Mathematics Instruction; Mathematics Skills; Models; *Remedial Instruction; Secondary Education; *Secondary School Mathematics; *Tutoring

Six studies discussed in this paper compared error-specific or model-based remediation (MBR) with reteaching in algebra. MBR points out, and highlights as incorrect, errors specific to the student's solution before reteaching the correct procedures. Reteaching shows the student the correct procedure without addressing specific errors. Three of these studies used humans as tutors, and three used an intelligent tutoring system, RPIXIE. The results show that MBR and reteaching are both more effective than no tutoring; however, MBR is not clearly more effective than reteaching. Finally, the results are discussed both in terms of stability of errors, as well as their relevance to both educational practice and the field of intelligent tutoring systems (ITSs). Results suggested that classical computer-assisted instruction for algebra would be as effective as an ITS. (Author/TW)

ED 294 750 SE 049 145

Amuah, Isaac K.
A New Approach towards Curriculum Design.
PUB DATE- Apr 88
NOTE- 16p.; Paper presented at the School Improvement Coalition Conference (Amherst, MA).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Design; *Curriculum Development; Curriculum Problems; *Curriculum Research; Elementary Secondary Education; *Instructional Design; Instructional Effectiveness; *Integrated Curriculum; *Models

Defining curriculum design as a critically examined theoretical framework for developing curriculum, this document examines various decision-making processes of planning curriculum. Discussed are the importance of curriculum design, and attempts to examine four systems of curriculum thought, along with curriculum design currently available for curriculum planning purposes in the United States and other parts of the world. Discussed is a conception of curriculum design that is based on research on the ways of knowing. (TW)

ED 294 766 SE 049 171

Cauley, Kathleen M.
Children's Misconceptions about the Multidigit Subtraction Algorithm.
PUB DATE- 88
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Skills; *Computation; Educational Research; *Elementary School Mathematics; Grade 3; Grade 4; Grade 5; *Intermediate Grades; *Mathematics Achievement; Mathematics Curriculum; Mathematics Education; Mathematics Instruction; Mathematics Skills; *Misconceptions; *Subtraction

This study probed children's reasoning about both correct and incorrect but plausible statements of hypothetical children concerning the concepts of subtraction, with the intention of examining misconceptions in greater depth. Eight third graders, 14 fourth graders, and 14 fifth graders were interviewed individually to assess their understanding of regrouping in multidigit subtraction. The results illustrate the firmness of children's misconceptions about the regrouping procedure in particular and place value in general. (PK)

ED 294 412 FL 016 528

Prujiner, Alain, Ed.

L'interdisciplinarite en sciences sociales pour l'etude du contact des langues (Interdisciplinarity in Social Sciences of the Study of the Relationships of Languages). Proceedings of a Colloquium of the International Center for Research on Bilingualism and the Institute for Interethnic and Intercultural Studies and Research (2nd, Quebec City, Quebec, Canada, October 1-5, 1984).

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

REPORT NO.- ICRB-B-158; ISBN-2-89219-171-8
PUB DATE- 87
NOTE- 135p.
LANGUAGE- French
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- African Languages; Bilingualism; Diglossia; Discourse Analysis; Eskimo Aleut Languages; Ethnology; *Interdisciplinary Approach; Interviews; Language Processing; *Language Research; *Language Usage; Morphology (Languages); *Research Methodology; Semantics; *Social Sciences; *Sociolinguistics; Speech Acts; Uncommonly Taught Languages; Vocabulary
IDENTIFIERS- *Language Contact

Papers given at an international conference applying the social sciences to the study of the relationships of languages include the following: "Reseaux sociaux et comportements langagiers en milieu de contact des langues" ("Social Networks and Language Behaviors in a Language Contact Setting") by M. Blanc and J. Hamers, with commentary by R. Landry; "Interview et pouvoir langagier" ("Language and Power in the Interview") by D. Deshaies and P. Heraux, with commentary by J. Lapierre; "Les conflits ethno-linguistiques: un cadre d'analyse socio-politique" ("Ethnolinguistic Conflicts: A Framework for Sociopolitical Analysis") by J. Lapierre and A. Prujiner, with commentary by G. Dussault; "Determinants discursifs de la categorisation dans un continuum socio-linguistique africain (Etude experimentale des options cognitives et de l'usage lexical)" ("Discourse Determinants of Categorization in an African Sociolinguistic Continuum: Experimental Study of Cognitive Options and Lexical Usage") by P. Wald; "Une etude interdisciplinaire des problemes linguistiques des inuits: le bilinquisme et la diglossie" ("An Interdisciplinary Study of Inuit Linguistic Problems: Bilingualism and Diglossia") by D. Collis and L. Dorais; "Le Lexique, le sujet et sa langue (Des morphosemantismes et de l'interdisciplinarite)" ("Lexicon, the Subject and His Language: On Morphosemantics and Interdisciplinarity" by R. Nicolai; and "Paroles precaires. L'identite-appartenance comme paradigme pour situer les contacts de langue dans un champ interdisciplinaire" ("Delicate Speech. Identity-Belonging as a Paradigm for an Interdisciplinary Approach to Language Contact") by M. Oriol, with commentary by R. Landry. (MSE)

ED 294 428 FL 017 349

Gxilishe, D. S.; van der Vyver, D. H.
Language Training in Industry with Special Reference to the Cape Town Metropolitan Area (Area 39).
Stellenbosch Univ. (South Africa).
PUB DATE- 87
NOTE- 76p.
AVAILABLE FROM- The Editor, Per Linguam, Institute for Language Teaching, University of Stellenbosch, 7600 Stellenbosch, South Africa (annual subscription $10.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- Administrator Attitudes; College Role; *Corporate Education; *Employee Attitudes; Employer Employee Relationship; Foreign Countries; *Industrial Training; Interviews; *Labor Relations; Personnel Directors; *Personnel Management; *Productivity; Second Language Instruction; Surveys
IDENTIFIERS- *South Africa (Capetown)

This special issue of "Per Linguam" is entirely devoted to a study of language training in industry in the Cape Town metropolitan area of South Africa that examined the need for language instruction from both the management's and workers' points of view. Data were obtained from a literature review, a mail survey, and individual interviews. The final report includes an introduction and overview of the situation, a survey of the literature on the effects of language training on labor relations and productivity, the findings of an opinion survey of personnel managers, a report of survey interviews held with personnel managers, a report of survey interviews with black unskilled and semi-skilled workers in the area, and a summary of findings and recommendations. The findings concern: (1) the need for industrial language training and its effectiveness; (2) foreman/supervisor communication problems; (3) black workers' communication problems; (4) the contribution of language instruction to black worker promotion and elimination of communication problems; and (5) the correlation of management's and workers' opinions. Recommendations concern: (1) the need for language teaching; (2) improvement of instruction; (3) language course criteria; (4) language training as an integral part of an overall training program; (5) government recognition of and aid for language training; and (6) the role of postsecondary institutions. Further research needs are discussed. (MSE)

ED 294 488 HE 021 424

Douglas, Joel M., Ed.
Unionization Among College Faculty--1988.
City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.
PUB DATE- Feb 88
NOTE- 12p.
AVAILABLE FROM- National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, 17 Lexington Avenue, Box 322, New York, NY 10010 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Arbitration; *Collective Bargaining; College Faculty; Elections; *Faculty College Relationship; Higher Education; Politics of Education; *Teacher Rights; Teacher Welfare; Teaching Conditions; *Unions

The status of faculty unionization in American colleges in 1988 is reviewed in this newsletter. Information is given on the following: agents elected; activities of the American Federation of Teachers (AFT), National Education Association (NEA), and American Association of University Professors (AAUP); "no-agent" elections; decertifications; strikes; legislation; demographic analysis; and first contract signed. A summary of elections for 1987 is tabulated. A concluding analysis emphasizes the lack of organizing of any new full-time bargaining units for the first time in 16 years, with the only new units being those with part-time faculty and teaching assistants. It is suggested that the lack of any new enabling legislation will have a long-term negative effect in further faculty unionization. A decision that faculty at the University of Pennsylvania were managerial and not entitled to bargain collectively is noted. It is concluded, however, that collective bargaining in higher education remains a viable means of governance for the more than 30% of U.S. colleges and universities that have chosen this mechanism. A subject index to volumes 14 and 15 of the newsletter is included. (SM)

ED 294 545 IR 013 090

Schulz, Rudiger

Cable Television and Video Recorders. Preliminary Empirical Findings for the Debate on Complementation or Substitution.

PUB DATE- Jul 86
NOTE- 47p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cable Television; Competition; *Consumer Economics; Foreign Countries; Interviews; Leisure Time; *Marketing; Mass Media; Programing (Broadcast); Questionnaires; Television Research; *Videotape Recorders
IDENTIFIERS- *Entertainment; *West Germany

This paper addresses the question of whether video recorders and cable television, which are both primarily entertainment media, are in functional competition with one another. Some initial answers are provided based on the results of an extensive two-year research project conducted in the Federal Republic of Germany. This study found that: (1) there is no evidence as yet for a delay in the spread of cable television based on the lead held by video recorders; (2) owners of video recorders watch a slightly more than average amount of television to begin with as compared with persons who do not own video recorders, and they do not increase their television consumption after subscribing to cable television; (3) subscription to cable television has a strong impact on using video recorders, i.e., recording television programs tends to increase while renting pre-recorded cassettes decreases dramatically; (4) access to the broader programming on cable television encourages persons with diverse interests and sufficient free time to make more active use of videorecorders, while people with a limited leisure time budget reduce their use of video recorders since their entertainment needs are now met by cable television; and (5) the future dissemination/use of cable television and video recorders essentially depends on the attractiveness of the new programming that must compete with alternative options for limited leisure budgets. Project findings are summarized in 16 tables. (CGD)

ED 294 705 RC 016 585

Staley, Rebecca R.; Staley, Frederick A.
Using the Outdoors To Teach Language Arts.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 96p.; For related documents, see ED 264 059, ED 264 063, and ED 269 192.
CONTRACT- 400-86-0024
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- American Indians; Animals; Astronomy; Childrens Art; *Childrens Literature; Elementary Secondary Education; Environmental Education; Field Trips; Illustrations; Intermediate Grades; *Language Arts; Learning Activities; Lesson Plans; Outdoor Activities; *Outdoor Education; Picture Books; Plant Identification; Reading Material Selection; Science Activities; Social Studies; *Student Publications; Teaching Methods

A framework for using the outdoors as a vehicle for providing meaningful language arts experiences is presented in this guide geared toward intermediate students but adaptable for other ages. The introduction outlines goals of language arts instruction and notes that activities conducted outdoors contribute to these goals because they are motivating, concrete, consistent with whole language methodology, and relevant to children's lives. Chapter 2 contains practical tips for managing children in the outdoors, planning outdoor activities, and evaluating children's outdoor experiences. Chapter 3 explains a cyclical instructional model consisting of motivation, exploration, expression, labeling application, and a second opportunity for expression. Chapter 4 suggests ways of using children's literature in outdoor education and lists books and activities that could be used to study astronomy, American Indians, the desert, and environmental communications. Chapter 5 describes language arts activities that can be used to facilitate outdoor education experiences. Activities are listed under the topics of air, humans in the environment, plants, animals, and rocks and minerals. Appendices contain an evaluation by students of a trip to the Grand Canyon and four books written and illustrated by students ("Deserts Are Alive," "Plants and their Adaptations," "Wonders of the Desert," and "How You Can Survive"). (JHZ)

ED 294 370 EC 202 539

Gerry, Martin
Procedural Safeguards Insuring That Handicapped Children Receive a Free Appropriate Public Education. News Digest #7.
Interstate Research Associates, Inc., Washington, D.C.; National Information Center for Handicapped Children and Youth, Washington, DC.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 87
NOTE- 9p.; For related information, see EC 202 536-540.
GRANT- G0084C3500
AVAILABLE FROM- National Information Center for Handicapped Children

and Youth, Box 1492, Washington, DC 20013 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Compliance (Legal); Court Litigation; Decision Making; *Disabilities; *Due Process; *Educational Legislation; Elementary Secondary Education; Equal Education; *Hearings; Parent School Relationship; Student Rights
IDENTIFIERS- *Education for All Handicapped Children Act

This edition of the newsletter of the National Information Center for Handicapped Children and Youth explains the procedural safeguards provided by Public Law 94-142, the Education for All Handicapped Children Act, to insure that each eligible child receives a free appropriate public education. Individual sections have the following titles: "Procedural Safeguards Insuring that Handicapped Children Receive a Free Appropriate Public Education"; "How Parents and Educators Make Decisions Together and How Disputes Arise"; "Requirements for Parent Participation"; "Other Methods for Obtaining Compliance"; "Organization of the Due Process Hearing System"; "Requesting a Due Process Hearing"; "Designation of a Hearing Officer"; "Pre-Hearing Procedures"; "The Hearing"; "Hearing Decision"; "State Educational Agency Impartial Review"; "Review by State and Federal Courts"; "Attorney's Fees"; and "Child's Status during Hearings." (DB)

ED 294 445 FL 017 380

Harper, Jane; Lively, Madeleine

Second Language Acquisition by Children: A Review of Twelve Years at Tarrant County Junior College.

PUB DATE- Oct 87
NOTE- 10p.; Paper presented at the Annual Meeting of the Advocates for Language Learning (4th, Washington, DC, October 16-19, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; College School Cooperation; *Community Colleges; Elementary Education; Federal Aid; *FLES; French; *Gifted; *Instructional Effectiveness; Language Proficiency; *Language Teachers; *Methods Courses; Oral Language; Program Development; Second Language Learning; Spanish; Two Year Colleges
IDENTIFIERS- *Tarrant County Junior College TX

The history and organization of a community college program in French, Spanish, and German language instruction for gifted elementary school children are described. The collaborative effort of the college and school districts, funded by the Federal Government and the Gifted Students Institute, provided 21 elementary teachers with methods training and language skill development through a workshop and internship. The teachers now form a pool of expertise from which the college can draw to staff its increasing numbers of children's language classes, both on campus and at local schools. Measures of the program's effectiveness indicate measurable gains in participating teachers' language skills, gains in teachers' ratings of their own language skills, increases in knowledge of language teaching methods, and enhanced interest in teaching languages to children. (MSE)

ED 294 475 HE 021 403

Measures of Public Service: The Past Decade (1977-1986).
New York State Education Dept., Albany. Office of the Professions.
PUB DATE- Dec 87
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- *Certification; Higher Education; Majors (Students); *Professional Education; Professional Occupations; *Public Service Occupations; *State Licensing Boards
IDENTIFIERS- *New York

Professional and vocational licensing and registration information is presented for the New York State fiscal years 1977-78 through 1986-87. For each fiscal year, the total number of new licenses, certificates or registrations, and total number of licensees registered to practice in the state, and the current registration period are provided for the following occupations: acupuncture, animal health technology, architecture, audiology, certified public accountancy; certified shorthand reporting, certified social work, chiropractic, dental hygiene, dentistry, landscape architecture, land surveying, licensed practical nursing, massage, medicine, occupational therapy, occupational therapy assistant, ophthalmic dispensing, optometry, pharmacy, physical therapy, physical therapy assistant, podiatry, professional engineering, psychology, public accountancy, registered physician's assistant, registered professional nursing, registered specialist's assistant, speech pathology, and veterinary medicine. (KM)

ED 294 504 HE 021 477

Foyle, Harvey C.
Homework: Suggestions for Educators.
PUB DATE- 19 Jan 88
NOTE- 11p.; Paper presented at a Meeting of the Hutchinson Chapter of Phi Delta Kappa (McPherson, KS, January 19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *College Students; Educational Research; *Elementary School Students; Elementary Secondary Education; Higher Education; *Homework; Learning Strategies; *Secondary School Students

Implications of homework as a strategy for educators are considered, based on review of over 1,000 articles and over 84 homework experiments conducted between 1904 and 1984. Homework was defined as taking books and assignments home after school for the purpose of home study. Foyle and Bailey elaborated four types of homework categorized by purpose: preparation, practice, extension, and creative. Of the 84 experiments that dealt with homework, 34 found a significant difference in favor of homework over other methods of learning; 6 found a significant difference in favor of other method of learning than homework, and 49 experiments found that homework and other methods of learning produced similar results in student achievement. Since 1957, 59 of 65 cited homework experiments were conducted in mathematics, mathematics-related subjects, and shorthand. Examining the results of the experiments by level indicate: at the elementary and secondary levels, homework produces student achievement, while at the college level no difference is found between homework and other methods. Data are provided on the link between homework and achievement by level for the periods of 1904-1957 and 1958-1984. Recommendations for each school level are also presented. 35 references. (SW)

ED 294 560 IR 013 225

Bates, A. W.
Learning from Television. IET Paper No. 266.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- 21 Sep 87
NOTE- 21p.; Paper presented at the Conference on "The Educational Challenge: New Technologies in Teaching in Higher Education" (Dublin, Ireland, September 21-22, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Distance Education; *Educational Television; Foreign Countries; Higher Education; *Instructional Effectiveness; *Material Development
IDENTIFIERS- Open University (Great Britain)

The unique educational characteristics of television are discussed in this paper, which provides examples of three teaching functions to illustrate television's ability to bring students materials that would not be available through other media: (1) to demonstrate experiments or experimental situations; (2) to provide students with case study material; and (3) to demonstrate processes. Such materials are shown to influence the learning process by providing concrete examples or models of abstract principles, and by encouraging the skills of analysis and the application of knowledge. It is recommended that television material be designed in such a way that it encourages interactivity by exploiting the control characteristics of cassettes, i.e., use of segments, clear stopping points, use of activities, indexing, close integration with other media, and concentration on audiovisual aspects. The relationship between television, learning, and student assessment, and the use of television for relaying classroom lectures are also considered. Ways to overcome the expense of producing educational television programs are suggested, such as using existing materials or making your own programs. Several excerpts from educational television programs accompanied the paper when it was presented. (8 references) (MES)

ED 294 735 SE 049 129

Moore, J. L.; Sleeman, D.
Enhancing PIXIE's Tutoring Capabilities.
Aberdeen Univ. (Scotland). Dept. of Computing Science.
REPORT NO.- AUCS/TR8709
PUB DATE- 88
NOTE- 40p.; For related documents, see SE 049 127-130.

CONTRACT- MDA-903-84-K-0279
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Research/Technical (143)
DESCRIPTORS- *Algebra; *Computer Assisted Instruction; Computer Science; Computer Uses in Education; Foreign Countries; Mathematics Education; *Mathematics Instruction; *Mathematics Skills; Models; Secondary Education; *Secondary School Mathematics; *Tutoring
IDENTIFIERS- *Mathematics Education Research

This paper discusses the overall design of the PIXIE Intelligent Tutoring System, and more specifically a series of recent enhancements. The original system has been implemented to involve three separate phases: the offline, or model generation phase; the online, or tutoring, phase; and the analysis phase. The offline phase, which is completed prior to any interaction with a student, involves the construction of a set of student models for a given domain. The online phase involves the tutorial interaction with a student, consisting of both diagnosis and remediation of errors. During the post-interaction analysis phase, undiagnosed errors are examined and, if consistent, added to the existing domain knowledge base. Four recent enhancements to the system are discussed, each arising from a shortcoming that was noted in the system as a result of student trials. Two of these additions to the system involve the diagnosis of errors, and two involve the remediation of errors. (Author/TW)

ED 294 751 SE 049 147

Mestre, Jose P.; And Others
Promoting Expert-Like Behavior among Beginning Physics Students.

SPONS. AGENCY- National Science Foundation, Washington, D.C
PUB DATE- Jan 88
NOTE- 48p.
GRANT- BNS-8511069
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Science; *Computers; *Computer Uses in Education; Higher Education; Learning Strategies; Mechanics (Physics); Microcomputers; *Physics; *Problem Solving; Program Improvement; Science Education; Teaching Methods; *Undergraduate Study
IDENTIFIERS- *Science Education Research

This study investigated the effects of constraining freshmen physics students to follow an expert-like approach in analyzing mechanics problems. A computer-based, problem analysis environment was constructed that allowed novices to actively engage in performing a qualitative analysis of problems according to a hierarchy which combined declarative and procedural knowledge. Use of this environment for five hours promoted consistent, measurable shifts from novice-like toward expert-like behavior in several areas. In contrast, no consistent shift toward expert-like behavior was observed in two control groups who spent the same five hours solving problems using more traditional, novice-like approaches. The implications of this research are discussed in terms of instructional strategies aimed at promoting expert-like behavior. (Author)

ED 294 767   SE 049 175

U.S. Scientists and Engineers: 1982, Volume 2. Surveys of Science Resources Series.
National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
REPORT NO.- NSF85-307
PUB DATE- 85
NOTE- 111p.; Charts, forms, and small print may not reproduce well.
AVAILABLE FROM- National Science Foundation, Forms & Publications Services, 1800 G Street NW, Room 232, Washington, DC 20550 (free while supply lasts).

LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Science; Doctoral Degrees; Employment Opportunities; *Employment Patterns; *Engineering Education; *Engineers; Graduate Study; Higher Education; Science Education; *Scientists; *Surveys

The data contained in this volume are the product of the National Science Foundations Scientific and Technical Personnel Data System. They represent estimates of demographic, employment, and educational characteristics of scientists and engineers in 1982. These data come from three different sources: (1) The Postcensal Survey of Scientists and Engineers; (2) The New Entrants Survey; and (3) The Survey of Doctoral Scientists and Engineers. Section A contains definitions and statistical procedures for the surveys. Section B contains the results of these surveys in the form of statistical tables. Section C contains data from the 1982 national survey of natural and social scientists and engineers, the 1981 survey of doctoral recipients, and the 1982 survey of science and engineering graduates. (CW)

ED 294 385 EC 202 556

Mathinos, Debra A.

Communicative Abilities of Disabled and Nondisabled Children.

PUB DATE- Apr 87
NOTE- 38p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Processes; *Communication Skills; Elementary Education; Interaction Process Analysis; *Interpersonal Competence; *Learning Disabilities; *Learning Strategies; *Self Concept

The study evaluated the communicative abilities of 30 learning disabled and 30 nondisabled children (ages 9-13 years) in two communication tasks. The study also attempted to investigate the relationships among factors believed to influence such abilities and to identify subgroups of disabled children based on profiles derived from the following factors: skills in a referential task and a semi-structured dyadic interaction; self-perceptions of social acceptance, behavior/conduct, and self-worth; and cognitive processes as evidenced by intelligence test subscale scores. Statistical analyses supported the hypothesis that the communicative abilities and related self-perceptions of learning disabled children differ markedly from those of nondisabled children. In addition, the use of strategies, whether to narrow the comparisons needed in a referential task or to maintain engagement in a conversation, was found to play an influential role in subjects' success on the communication tasks. (Author/DB)

ED 294 400 EC 202 571

Developing Auditory Skills: Program Manual and Systematic Lessons. Revised.

Gallaudet Coll., Washington, D.C. Pre-College Programs.; Model Secondary School for the Deaf, Washington, D.C.

PUB DATE- 86

NOTE- 134p.

AVAILABLE FROM- Gallaudet University, Pre-Collge Programs, 800 Florida Ave., N.E., Washington, DC 20002 ($4.95 manual, $8.95 systematic lessons).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Auditory Training; *Communication Aids (for Disabled); *Course Objectives; *Hearing Impairments; *Learning Activities; Lesson Plans; Secondary Education; Student Evaluation; *Teaching Methods

IDENTIFIERS- *Model Secondary School for the Deaf DC

This two-volume set comprises a program manual and a series of systematic lessons developed for the auditory skills training program at the Model Secondary School for the Deaf. The program uses a model of auditory skills which is divided into four major areas: (1) detection, the ability to perceive the presence or absence of an auditory stimulus; (2) discrimination, the perception of similarities and differences among auditory stimuli; (3) identification, the ability to associate an auditory stimulus with its representation; and (4) comprehension, the ability to produce a response that indicates understanding of a stimulus but does not directly represent the stimulus (e.g., respond correctly to a question). The program manual gives examples of activities designed to enhance skills in these four areas. It also discusses the advantages/disadvantages of various types of communication equipment, provides guidelines for operation and maintenance, and lists names of manufacturers and suppliers. The lesson book provides many additional activities for student practice and evaluation in the four skill areas. Each auditory training lesson includes a teacher lesson plan, practice and test items to be recorded on audiocards with correct student responses, student worksheets, and optional homework assignments. (VW)

ED 294 461 FL 017 397

Forner, Monika
Tutorial Questions in Caretaker Speech.
PUB DATE- Dec 87
NOTE- 47p.; Paper presented at the Annual Meeting of the Linguistic Society of America (San Francisco, CA, December 27-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingualism; *Child Caregivers; Child Language; Difficulty Level; English; German; Grammar; *Language Usage; *Questioning Techniques; *Sentence Structure; Toddlers

Statistical analyses of the incidence of "what"-questions requiring variably complex responses are presented. The responses were asked of a bilingual child by different sets of caretakers in English and German over a one-year period starting at age 16 months. Results show that the caretakers' questions are geared first toward the child's production of noun phrases (NPs), then of verb phrases (VPs), and finally of full sentences (S). Furthermore, within questions calling for NP responses, questions to be answered with simple NPs precede questions requiring complex NP responses and questions containing the copula precede questions containing a wide variety of lexical verbs. In terms of both the child's production and comprehension abilities, both sets of caretakers systematically shift their questions from the simple to the more complex over time. Four pages of references, eight tables, and four figures are included. (MSE)

ED 294 532 IR 013 077

Neuman, Susan B.
Television and Reading: A Research Synthesis.
PUB DATE- Jul 86
NOTE- 57p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Correlation; Elementary Secondary Education; Hypothesis Testing; Meta Analysis; *Reading Achievement; *Recreational Reading; Socioeconomic Influences; *Television Research; *Television Viewing
IDENTIFIERS- *Displacement (Psychology)

Because of the limitations of previous related studies, this analysis was undertaken to examine in greater depth the relationship between television viewing, reading performance, and related reading activities. A synthesis of eight statewide assessments and an analysis of the 1984 National Assessment of Educational Progress were designed to examine the displacement hypothesis, i.e., activities are reorganized by children as a result of various media options. First examined was the relationship between television viewing and reading achievement for the statewide assessments; then, a more in-depth analysis of displacement was done by examining leisure reading and free time activities outside of the school context. Findings indicated that: (1) television viewing accounted for little variance in reading achievement; (2) television viewing did not displace the time spent in leisure reading; and (3) the amount of television viewed was not related to the displacement theories of functional similarity, physical and psychological proximity, and marginal fringe activities. Other studies plus this large scale secondary analysis indicate there are no deleterious effects of television on learning achievement, and it is suggested that future research should focus on other issues. Appended are 15 tables. (8 references) (CGD)

ED 294 575 IR 052 343

EUDISED Data Network Group Meeting. Working Papers.
Council of Europe, Strasbourg (France).
REPORT NO.- DECS/Doc-(87)-25
PUB DATE- 16 Dec 87
NOTE- 15p.; For other reports on EUDISED, see ED 197 737 and ED 261 692.
LANGUAGE- English; French
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Database Producers; *Databases; Developed Nations; *Documentation; *Educational Research; Foreign Countries; *Information Networks; Information Storage; International Programs; Online Systems; Research and Development
IDENTIFIERS- *Council for Cultural Cooperation (France); Europe (West); *European Documentation and Information System

Developments in EUDISED (European Documentation and Information System for Education) during the period 1986-1987 in Austria, Belgium, Cyprus, Italy, the Netherlands, and Switzerland are outlined in this report, and information is provided on both online use of the EUDISED database and the distribution by country of contributions to the database. The attitude of Czechoslovakia toward its participation in the EUDISED data network is described, and recent activities of the International Bureau of Education are summarized. The distribution of data by terminograph (subject) for issues 25-30 of the EUDISED R&D (Research and Development) Bulletin is also given. Three of the nine brief working papers included in this report are in French; six are in English. (Author/EW)

ED 294 590 IR 052 373

Riddle, Wayne
Federal Assistance to Libraries: Background Information and Issues Related to Current Programs. CRS Report for Congress.
Library of Congress, Washington, D.C. Congressional Research Service.
PUB DATE- 31 Jul 87
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - General (140)
DESCRIPTORS- Academic Libraries; *Federal Aid; *Federal Legislation; *Federal Programs; *Financial Support; Public Libraries; School Libraries
IDENTIFIERS- Education Consolidation Improvement Act Chapter 2; Higher Education Act Title II; *Library Funding; Library Services and Construction Act; National Commission Libraries Information Science; National Endowment for the Humanities; White House Conference Library Info Services

This report provides background--including information on structure, funding levels, program evaluation and issues--on federal programs which provide financial or material assistance to public, school, and college libraries. Federal library grant programs are covered in the following categories: (1) aid to public libraries under the Library Services and Construction Act; (2) aid to college libraries under the Higher Education Act; (3) aid to elementary and secondary school library under Chapter 2 of the Education Consolidation and Improvement Act; and (4) grants to libraries by the National Endowment for the Humanities. Also covered are the activities of the National Commission on Libraries and Information Science, past and proposed White House Conferences on Libraries and Information Services, the assistance to libraries provided by the Library of Congress, and other federal activities affecting libraries. The appendix provides summary information on fiscal years 1987 and 1988 funding for selected library assistance programs. (MES)

ED 294 619 JC 880 228

Harlan, Bill; Mahan, Don
A Practical Guide to the Flexible Calendar. ACCCA Management Report 1987-8/5.
Association of California Community Coll. Administrators.
PUB DATE- 88
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Educational Planning; Educational Strategies; *Flexible Scheduling; Resource Allocation; *School Schedules; Semester System; Time Blocks; Two Year Colleges
IDENTIFIERS- California

Currently, 30 California community colleges have adopted flexible calendars, which permit up to 15 of the 175 days of legally required faculty service to be used for authorized non-instructional activities. A broad range of flex activities are authorized under Title V of the State Education Code, including staff development or in-service training, curriculum or instructional material development, student personnel services, student advising, orientation, department meetings, institutional research, and matriculation services. Although scheduling options exist with flexible calendars, most colleges tend to schedule the flex days as an intersession in January. The implementation and management of flex calendars involves: (1) determining the ratio of mandatory and optional activities; (2) overcoming possible resistance from faculty, the district governing board, and the public; (3) developing a special set of policies and procedures to encourage faculty participation; (4) involving departments and divisions in planning and implementation; and (5) using evaluations to modify the next year's flex plan. While the flexible calendar provides time for curriculum improvement and staff development, the commitment to making change meaningful must come from the staff. (MDB)

ED 294 633 JC 880 245

Cohen, Arthur M.; And Others
Technical Report on the Urban Community College Transfer Opportunity Program.
Center for the Study of Community Colleges, Los Angeles, Calif.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 10 Jun 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Transfer Students; Community Colleges; *Data Collection; *Minority Groups; Program Effectiveness; *Research Problems; Student Recruitment; *Transfer Programs; Two Year Colleges; *Urban Education
IDENTIFIERS- *Urban Community Coll Transfer Opportunities Prog

The Urban Community Colleges Transfer Opportunities Program (UCCTOP) was initiated in 1983 to stimulate the transfer of minority students from community colleges to universities. Collecting data on the effects of the UCCTOP activities proved to be one of the most difficult aspects of the project as community colleges typically do not have reliable data on student transfer. Most community colleges rely on the universities to which students transfer for data, with varying results. Even in states in which a central agency collects transfer data, there can be problems if individual campuses define transfers differently or if the existing data are out of date or difficult to interpret. UCCTOP colleges' efforts to gather information on associate degrees awarded and student transfers reveal more about data inconsistencies and the force of external influences than about UCCTOP's effects. According to the data submitted, the number of degrees awarded increased between 1981-82 and 1985-86 at every college except Miami-Dade Community College (Florida), which showed a 51% decline. The number of transfer students showed a similarly steep decline at Miami-Dade, a strong increase at the Community College of Philadelphia (Pennsylvania), and level or inconsistent patterns at the other UCCTOP colleges. Findings, though difficult to compare or interpret because of numerous errors, missing data, and variant sources of data and definitions, suggest that (1) external forces strongly affect associate degree completion and transfer rates; (2) the effects of programs such as UCCTOP must be assessed after several years have elapsed; and (3) the comparison of transfer rates between colleges is precarious. (MDB)

ED 294 662 PS 017 329

Banning, Anne
The Adopted Adolescent. Selected Papers Number 55.

Foundation for Child and Youth Studies, Kensington (Australia).
REPORT NO.- ISBN-0-947193-55-3
PUB DATE- 85
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescents; *Adoption; *Family Characteristics; *Family Relationship; Foreign Countries; *Individual Development; Individual Needs; Mental Health; *Stress Variables
IDENTIFIERS- *Australia; Research Results

This review of studies on clinical and nonclinical populations explores outcomes of adoption and developmental issues for adolescents, and in particular, developmental problems for adopted adolescents. Studies on nonclinical populations demonstrate that adoption is a highly successful form of substitute care. Prospective longitudinal studies show that adopted adolescents compare favorably with the general population in terms of social adjustment and educational achievement. By contrast, "illegitimate" adolescents who are reared by their biological mothers show a significant degree of social maladjustment and school failure. Adopted adolescents are over-represented in clinical settings, and some have been demonstrated to have severe disturbances. Adoption is an acknowledged stressor and can significantly add to the problems of a vulnerable family. This is particularly so if the parents have not resolved their conflicts over their own infertility. Adopted adolescents are not invariably liable to have identity problems. But the fact that unresolved identity problems in adolescence can persist is shown in studies on adult adoptees who seek to discover their origins. (RH)

ED 294 677 PS 017 353

A Children's Agenda, 1988.
Voices for Illinois Children, Chicago.
PUB DATE- 88
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Day Care; Delinquency; Educational Policy; Elementary Education; *Family Programs; Government Role; High Risk Persons; *Parents; Public Health; *Public Policy; *State Government; State Programs; Tax Rates; Welfare Services; *Well Being; *Young Children
IDENTIFIERS- *Voices for Illinois Children

This position paper by Voices for Illinois Children describes alarming problems faced by Illinois children and proposes legislative and programmatic interventions. It is noted that the well-being of children in Illinois has deteriorated dramatically in the past 10 years, and that significant improvements in policies and programs for children are desperately needed. The paper is organized in two parts. Part 1 contains sections on early childhood, health, and education, with each section listing various problems and then suggesting actions to alleviate them. Problems addressed include: young children at risk of failure; insufficient and inadequate day care for children of working parents; infant mortality and avoidable childhood diseases; school failure; and inadequate financing of Illinois public schools. Part II contains sections on poverty and economic opportunity, family stability, and juvenile justice. Topics discussed include: (1) work disincentives in the welfare program; (2) inadequacy of the Aid for Dependent Children grant level; (3) the inequitable state tax burden on poor working families with children; (5) the excessive number of children becoming state wards before efforts are made to preserve their families; and (6) lack of support for alternatives to detention for delinquent youth. Appendixes include a summary of new expenditures, and lists of the board of directors and staff. (SKC)

ED 294 692 PS 017 374

Antonelli, Jacqueline

The Alcoholic Child in the Elementary School.

PUB DATE- 87
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Alcoholism; *Drug Abuse; *Drug Education; Drug Rehabilitation; Educational Policy; Elementary Education; *Elementary School Students; *Identification; Intervention; *Social History

This paper explores the role of the school in addressing the problem of alcoholic students in elementary schools. The first chapter provides a historical overview of alcohol abuse and society's response to it. Emphasis is placed on the program of Alcoholics Anonymous; the first National Committee on Education about Alcoholism; the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment, and Rehabilitation Act of 1970; and the emergence of alcohol abuse among elementary school students. The second chapter depicts the current state of knowledge about alcoholism and its diagnosis; identification of alcoholic youth; and treatment, recovery, and rehabilitation. Sixteen symptoms of children at-risk of relapse into alcoholism are described. The third chapter discusses the need for, and ways to bring about the education of children regarding alcohol and its effects on individuals and families. It is argued that children need to see commercials which counter the glamorization of alcohol consumption with depictions of the results of alcohol abuse, such as homeless, parentless, hungry children. The fourth chapter indicates directions for policy, programs, and social action, including research needs, suggested changes in education and legislation, and ways parents can help prevent alcohol abuse among children. Each chapter is supplemented by annotated bibliographic citations and a list of references. (RH)

ED 294 719 SE 049 096

Suydam, Marilyn N.
Mathematics Learning in the Elementary School. ERIC/SMEAC Mathematics Education Digest No. 2, 1987.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 4p.
CONTRACT- 400-86-0016
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Concept Formation; Elementary Education; *Elementary School Mathematics; *Manipulative Materials; Mathematical Concepts; Mathematics Achievement; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Number Concepts; *Problem Solving
IDENTIFIERS- ERIC Digests; Mathematics Education Research

This digest suggests that research findings can provide teachers with verification and clarification of how children learn mathematics, and thus how to teach mathematics more effectively. Three topics are discussed: (1) number concepts; (2) problem solving; and (3) manipulative materials. (PK)

ED 294 429 FL 017 361

Naranjo, Laura Villagomez; And Others
Aprendemos Espanol. (Let's Learn Spanish).
Peace Corps, Quito (Ecuador). Training Center.
PUB DATE- 86
NOTE- 180p.; Document has broken print.
LANGUAGE- Spanish
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Conversational Language Courses; Daily Living Skills; Dialogs (Language); Grammar; Instructional Materials; Interpersonal Communication; Second Language Instruction; Second Language Learning; *Spanish; *Tenses (Grammar); *Verbs; Vocabulary Development; Voluntary Agencies
IDENTIFIERS- Peace Corps

A set of Peace Corps materials for introductory Spanish contains 19 units on aspects of Spanish verbs: the verb "estar"; the present tense of regular verbs; the use of "necesitar" and "ir" with infinitives; "querer," "poner," "tener que" and the infinitive; the verb "ser"; the present tense of irregular verbs; the past tense of regular and irregular verbs and verbs with indirect pronouns; the impersonal "se" and impersonal phrases; progressive tense; the imperfect and past tenses; reflexive verbs; imperatives; the future tense; the use of "por" and "para"; present subjunctive; and past and conditional subjunctives. The units contain dialogs, exercises, useful expressions, grammar notes, brief readings, and vocabulary. (MSE)

ED 294 489 HE 021 427

Gill, Wanda E.; And Others
Preliminary Study of Perceived Discrimination and Prejudices of College Students.

PUB DATE- 87
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; *Handicap Discrimination; Higher Education; Institutional Research; Physical Disabilities; Questionnaires; Racial Differences; *Racial Discrimination; Sex Differences; *Sex Discrimination; *Social Bias; State Colleges; *Student Attitudes
IDENTIFIERS- *Bowie State College MD

The perceptions of 163 Bowie State College students concerning differences in people based on race, gender, and physical disability were studied during fall 1987. While the majority of respondents perceived discrimination in the United States and in Prince George's County, Maryland, a minority believed that there was discrimination on the Bowie campus. Respondents viewed slightly over one-third of the faculty as competent. The majority agreed that race, religion, or handicap do not make one characteristically smarter or ignorant. The majority of respondents also agreed that race, religion, or handicap do not make one characteristically more athletic; however, 27.6% said the handicapped are less athletic. The majority also indicated that they do not avoid people based on gender, handicap, religion, race, or age. Some prefer multi-racial and multi-religious environments and some even prefer to interact with the handicapped. The survey questions and responses for each question are appended. (SW)

ED 294 546 IR 013 091

Schroder, Kim Christian
The Pleasure of Dynasty: The Weekly Reconstruction of
Self-Confidence.
PUB DATE- Jul 86
NOTE- 37p.; Paper presented at the International Television Studies
Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiences; Broadcast Industry; *Cross Cultural Studies;
Elitism; Foreign Countries; Interviews; Popular Culture; Programing
(Broadcast); *Self Esteem; Television Research; *Television
Viewing; Values
IDENTIFIERS- Denmark; Hermeneutics; *Soap Operas; *United States

The Dynasty Project conducted an empirical analysis of the cross-cultural reception of the program for which it was named. Data were collected via two series of videotaped interviews which were carried out following a viewing of Dynasty episode 105 by a group of subjects together with the researchers. The subjects were 25 American viewers in Los Angeles and 16 Danish Dynasty regulars in the Copenhagen area. Specific findings are described in a qualitative fashion and analyzed from the following perspectives: (1) the interdisciplinary nature of the Dynasty Project; (2) the project's lack of sympathy for and cultural elitist attitudes toward commercial television fiction and toward popular culture in general; (3) television's function as the main forum for collective cultural processes; (4) liminal processes; (5) the "hegemonic effect" of television; (6) the theory of heteroglossia; (7) the reasons for audience addiction to Dynasty; (8) the extent of viewer involvement with the program; (9) the notion of distance; and (10) Dynasty as the interminable hermeneutic puzzle. (12 endnotes and 25 references) (CGD)

ED 294 605 JC 870 515

Employee Contract between State of Minnesota/Minnesota State Board for Community Colleges and Minnesota Community College Faculty Association, 1985-87.

Minnesota State Community Coll. Board, St. Paul.; National Education Association, Washington, D.C.

PUB DATE- 85
NOTE- 88p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Department Heads; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; Personnel Policy; Released Time; Teacher Dismissal; Teacher Retirement; Teacher Salaries; Tenure; Two Year Colleges; Unions
IDENTIFIERS- *Minnesota; Minnesota Community College Faculty Association; National Education Association; *NEA Contracts

The employee contract between the Minnesota State Board for Community Colleges and the Minnesota Community College Faculty Asssociation, the exclusive representative for all instructors, counselors, and librarians, is presented, covering the years 1985 through 1987. The 30 articles in the agreement set forth rights and provisions related to strikes and lock-outs; association deductions; non-discrimination; management rights; association rights; negotiation representatives; faculty member protection and assistance; work year and work week; work assignments; wages; leaves of absence with and without pay; holidays; severance pay and early retirement incentive; expense allowance; faculty development; insurance; appointments, transfers, promotions, and separations; seniority and assigned fields; miscellaneous rights of faculty members; facilities and equipment; miscellaneous provisions; written reprimand, suspension, and dismissal for cause; personnel files; grievance procedures; complete agreement and waiver; legislation and rule changes; savings clause; and the term of the contract. A memorandum of the agreement establishing Arrowhead Community College, statutory definitions of public employees, and qualifications for claiming part-time positions and additional assigned fields are attached. (MDB)

ED 294 647 PS 016 917

d'Agostino, Micheline; And Others
Teaching Nutrition to Young Children.
International Children's Centre, Paris (France).
PUB DATE- 87
NOTE- 52p.
AVAILABLE FROM- International Children's Centre, Chateau de Longchamp, Bois de Boulogne, 75016 Paris, France (Individual issues--$5.00 each, or 30 French Francs; a 6-issue, 1-year subscription $23.00, or 150 French Francs).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - Serials (022)
DESCRIPTORS- *Curriculum Design; *Developing Nations; Educational Objectives; Food; Foods Instruction; Guidelines; *Health Education; Individual Development; *Learning Activities; *Nutrition Instruction; *Preschool Curriculum; Preschool Education; Program Development; Program Evaluation; Water

This guide, which is intended for educators interested in implementing preschool programs in developing nations, aims to sustain the working hypothesis that preschool education can be organized entirely around the themes of health and nutrition. Part 1 presents an approach to program development and discusses characteristics and use of the guide. Part 2, the preponderant section, delineates three suggested activities programs which center around: (1) children's diet; (2) child growth; and (3) water in children's lives. The description of each program provides an inventory of problems involving diet and growth, objectives and criteria for evaluation, and specific objectives and activities. Appended are a plan for establishing a program; information about food, diet at various ages, growth, and water. (RH)

ED 294 706 RC 016 586

Knapp, Clifford E.
Creating Humane Climates Outdoors: A People Skills Primer.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 104p.
CONTRACT- 400-86-0024
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adult Education; Annotated Bibliographies; Community; Environmental Education; Group Dynamics; Group Experience; Group Unity; Humanistic Education; *Human Relations; *Interpersonal Communication; *Leadership; *Learning Activities; Outdoor Activities; *Outdoor Education; Secondary Education; *Self Concept

Designed to provide practical assistance in implementing outdoor learning experiences for youth and adults, this book helps professionals plan their leadership development programs and create more humane climates in a variety of outdoor settings. The book treats the three topics of self-knowledge, human communities, and outdoor-environmental awareness and values. Chapter 1 deals with building intentional communities, focusing on the necessary conditions for a sense of community and the interpersonal skills needed for getting along better with others in groups. Definitions and checklists for program evaluation are included. Chapter 2 examines intrapersonal and interpersonal skills and explains how these skills can be learned in the outdoors. Chapter 3 presents numerous outdoor learning activities. Exercises for building intrapersonal skills deal with becoming aware of feelings, affirming personal worth, demonstrating humor and imagination, recognizing personal power and growth potential, taking risks, making decisions, setting goals, deferring judgment, and identifying personal wants and needs. Exercises for interpersonal skill enhancement deal with communicating thoughts and feelings, empathizing, interpreting nonverbal language, questioning, validating others, getting to know and trust others, dealing effectively with group conflict, cooperating, and listening and responding to others. Appendices include an annotated bibliography of 33 entries. (JHZ)

ED 294 446 FL 017 381

Segal, Denise E.
The Use of Non-Ostensive Words in Varied Linguistic Contexts: A Study of Word Awareness in 6-12 Year Olds.
PUB DATE- Oct 86
NOTE- 21p.; Paper presented at the Annual Meeting of the Boston University Conference on Language Development (11th, Boston, MA, October 17-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Language; *Error Patterns; *Language Acquisition; *Language Usage; Verbs; *Young Children
IDENTIFIERS- Metalinguistics

A study investigated the development of children's metalinguistic understanding of the meanings of two non-ostensive words beyond the usual semantic acquisition period. The words, whose meanings cannot be associated with an object by pointing, were "pain" and "pretend". Two specific questions were addressed: What types of explanations do children of different ages offer to metalinguistic questions focusing on the words' meaning?; and How do children adjust the meaning(s) they assign to the word in accordance with the linguistic context in which the word occurs? Each word was studied in relation to numerous other words commonly co-occurring in the language. Metalinguistic questions were asked in a flexible interview situation. Results reveal the importance of accounting for alterations in word meaning in different linguistic contexts and offer a new direction for vocabulary assessment and intervention. Word meaning is by its nature difficult to formalize in an elegant theory, with meaning varying greatly with linguistic context. (MSE)

ED 294 476   HE 021 404

Rees, Mary Anne
Music Faculty and the Achievement of Status in the University Environment.
PUB DATE- 86
NOTE- 13p.; Paper presented at the Annual Meeting of the College Music Society (29th, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; Higher Education; Musical Composition; Music Education; *Music Teachers; Music Theory; *Professional Recognition; *Teacher Attitudes; Teacher Promotion

A survey was conducted to determine the ways in which various factors help in the achievement of status for the three types of music faculty (performance, theory and history, and music education). A questionnaire was sent to 207 full-time music faculty members in six state-supported university schools/departments of music. A response rate of 54.6% was obtained. Questionnaire items dealt with academic rank, the education of a faculty member, performance or compositional reputation, scholarly reputation, and the ability to teach and attract students. Results included the following: (1) performers in the music school believed that status is best achieved by one's performance ability, scholarly reputation, the ability to attract students, having a number of successful students, and by a performance reputation; (2) theorists-historians in the music school believed that having a number of commissions to compose original works, an ability to attract students, one's academic rank, performance reputation, and having one's performances reviewed by prominent critics help most to achieve status; and (3) music educators in universities believed that research, scholarly reputation, an ability to attract grant money, number of publications, serving on editorial boards, and academic rank helped most to achieve status. 6 references. (KM)

ED 294 736 SE 049 130

Sleeman, D.; And Others
Diagnosis and Remediation in the Context of Intelligent Tutoring Systems.
Aberdeen Univ. (Scotland). Dept. of Computing Science.
REPORT NO.- AUCS/TR8712
PUB DATE- 88
NOTE- 33p.; For related documents, see SE 049 127-129.
CONTRACT- MDA-903-84-K-0279
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *Algebra; *Computer Assisted Instruction; Computer Science; Computer Uses in Education; Foreign Countries; Mathematics Education; *Mathematics Instruction; *Mathematics Skills; Models; Remedial Instruction; Secondary Education; *Secondary School Mathematics; *Tutoring
IDENTIFIERS- *Mathematics Education Research

This paper provides an overview of the four major aspects of the PIXIE Intelligent Tutoring System: the field work undertaken to determine how teachers diagnose and remediate in introductory algebra; the set of experiments run to determine the relative effectiveness of Model-Based-Remediation (MBR) and Reteaching; systems work carried out to remedy shortcomings noted earlier in the Intelligent Tutoring System, PIXIE; and an experiment conducted to determine whether it is possible to enhance teachers' diagnostic capabilities. The major conclusions from the four phases of the work are: (1) the teachers involved in the study, essentially tutored algebra procedurally; (2) for algebra, when taught procedurally with this age group, reteaching seems as effective as MBR; (3) the initial basic PIXIE system has now been enhanced so that it can diagnose and remediate in several domains; and (4) this experiment concluded that exposure to the TPIXIE program did enhance the teacher trainees' ability to diagnose student errors. (Author/TW)

ED 294 752 SE 049 150

Dufresne, Robert J.
Problem Solving: Learning from Experts and Novices.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- May 88
NOTE- 11p.
GRANT- BNS-8511069
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Development; *Cognitive Processes; *College Science; Higher Education; *Learning Processes; *Mechanics (Physics); *Physics; *Problem Solving; Science Education; Undergraduate Students

One approach to the study of cognitive processes highlights the distinctions between expert and novice problem solvers. This approach attempts to discover how experts and novices differ in the way they organize, retain and use domain related knowledge. It appears to some that what is learned from expert-novice research can help teachers to teach problem solving more effectively to students. This paper discusses some of the results of a study involving experts and novices in the domain of elementary mechanics. Also included is a brief review of research that has characterized differences between expert and novices as well as some general implications for instruction. (CW)

ED 294 768 SE 049 178

Gray, Robert L.; Lochhead, Jack
Can Cognitive Theory Help Us Teach Physics?
Massachusetts Univ., Amherst. Dept. of Physics and Astronomy.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 80
NOTE- 40p.; Drawings may not reproduce well.
GRANT- FIPSE-OD-600-76-03206
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; *College Science; Higher Education; *Physics; Science Education; *Scientific Attitudes; *Teaching Methods; Undergraduate Study

The idea that cognitive science can provide useful guidance to the teaching of physics has been met by some with skepticism. One argument is that the current understanding of cognition is too crude to be helpful; another, that any scientific approach to education stifles the art of teaching. Some feel that art and science need not be incompatible. This paper offers several

illustrations of ways in which cognitive science can be used to refine the art of physics teaching. For a theory to be pedagogically useful it should help teachers see things they might not otherwise have noticed, provide an overall organizing scheme for instruction and suggest specific activities that can improve instruction. This paper focuses on the physics problem. Examples have been drawn from introductory level college physics classes. (CW)

ED 294 371 EC 202 540

Murphy, James, Ed.; Simon, Rosalyn
Minority Issues in Special Education: A Portrait of the Future. News Digest #9.
Interstate Research Associates, Inc., Washington, D.C.; National Information Center for Handicapped Children and Youth, Washington, DC.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 87
NOTE- 9p.; For related information, see EC 202 536-539.
GRANT- G0084C3500
AVAILABLE FROM- National Information Center for Handicapped Children and Youth, Box 1492, Washington, DC 20013 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques

(For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *High Risk Persons; *Incidence; *Minority Groups; Outreach Programs; *Poverty; Program Effectiveness; *Student Placement

This edition of the newsletter of the National Information Center for Handicapped Children and Youth is intended to help special educators and human service professionals improve the availability of services to handicapped children from minority groups. The first part of the paper focuses on current trends including: (1) the increase in the number of minority children attending U.S. schools; (2) the persistence of poverty in minority communities; (3) the vulnerability of minority children to developing disabilities early in life; and (4) the placement of disproportionate numbers of minority children in special education classes. The second section makes specific suggestions for increasing the number of special education teachers from minority groups; for increasing the sensitivity of special educators to minority concerns, and for enhancing the effectiveness of outreach to minority communities. (DB)

ED 294 386 EC 202 557

Tsurumi, Kazuko
New Lives: Some Case Studies in Minamata.
PUB DATE- Jul 87
NOTE- 26p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (9th, Tokyo, Japan, July 12-16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; Change Agents; *Creativity; *Diseases; *Emotional Adjustment; Foreign Countries; Models; Personality Traits
IDENTIFIERS- Japan; *Minamata Disease

Three case studies of young Japanese adults who fell ill with Minamata disease (a form of methyl-mercury poisoning) are presented and the adjustment of the individuals to the disease is analyzed in terms of a model of creativity. The model distinguishes three types of creativity: identificational (in which one identifies with old ideas and emphasizes continuity); confrontational-integrative (in which one emphasizes contrasts and distinctions between old and new); and nonconfrontational fusionist (in which one attempts to bring together different ideas within the same system). In all three cases the individuals creatively gave meaning to their disease in restructured relationships both locally and globally. (DB)

ED 294 413 FL 017 094

Corum, Claudia W., Comp.
Siswati Special Skills Handbook. Peace Corps Language Handbook Series.
Experiment in International Living, Brattleboro, VT.
SPONS. AGENCY- Peace Corps, Washington, D.C.
PUB DATE- 80
NOTE- 118p.
CONTRACT- 79-043-1034
LANGUAGE- Siswati; English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *African Culture; Comparative Analysis; *Cultural Context; Foreign Countries; Geography; History; Industry; Introductory Courses; Maps; Medicine; Proverbs; Reading Materials;

Second Language Instruction; *Siswati; Uncommonly Taught Languages; Vocabulary; Voluntary Agencies
IDENTIFIERS- Peace Corps; Zulu

Instructional materials for siSwati are designed for Peace Corps volunteer language and cultural training. The materials are in five parts. Part 1 contains bilingual readings containing factual information on Swaziland, including history, geography, industry, and its neighboring countries. This section is bilingual, with one page in siSwati and the facing page in English. Part 2 presents traditional stories and proverbs in siSwati and information about traditional medicine, mostly in English. Part 3 is an article in English comparing the two closely related languages, siSwati and Zulu. Part 4 provides specialized vocabulary lists for food and drink, insects and animals, birds, trees, grasses and reeds, traditional dress and ornaments, crafts, and agriculture. Part 5 is a sampling of newspaper stories, with versions in both English and siSwati. A selected bibliography is included. (MSE)

ED 294 462   FL 017 399

Foreign Language Model Curriculum Standards, Grades Nine Through Twelve. First Edition.
California State Dept. of Education, Sacramento.
PUB DATE- 85
NOTE- 29p.; For the comprehensive standards, see ED 252 891.
AVAILABLE FROM- Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($5.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Content; *Curriculum Development; Curriculum Guides; Graduation Requirements; Secondary Education; *Second Language Programs; *State Standards; Statewide Planning
IDENTIFIERS- *California

Curriculum standards for California's secondary school foreign language programs are outlined. An introductory section describes the instructional approach and objectives and the organization of the curriculum model. Subsequent sections on receptive language skills, productive language skills and culture describe the specific language functions, content, forms, and subskills targeted. For each language skill (listening, reading, speaking, and writing) and for culture, general standards, curriculum content and range indications, and examples of enabling activities are provided for each of four program years. Some additional expectations for speech in the fifth and sixth years are appended. (MSE)

ED 294 505 HE 021 479

A Report by the Board of Regents to the Governor and the Legislature on the Aid for Part-Time Study Program: 1987. The Third Year.
New York State Education Dept., Albany.
PUB DATE- Dec 87
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Credits; *College Students; *Eligibility; Government School Relationship; Higher Education; Income; *Part Time Students; Resource Allocation; *State Aid; *Student Financial Aid
IDENTIFIERS- *New York State Aid for Part Time Study

The status of the New York State Aid for Part-Time Study (APTS) program for 1987 is presented. APTS is a campus-based aid program that provides an annual award of up to $2,000 to part-time undergraduates matriculated in approved degree or credit-bearing certificate and diploma programs. It is suggested that the ATPS program is underutilized both in terms of total dollars spent and in total numbers of potentially eligible students aided. It is a program that is reaching an adult population, most probably those with family and work responsibilities. The evidence suggests two overriding problems: institutions are being deterred from making full use of their allocations to aid currently eligible students, and many needy part-time students do not now meet eligibility requirements for an award. The Regents recommend the following: (1) reimburse institutions for all awards made, and delete the remaining institutional liability for award recipients who fail to maintain cumulative passing averages; (2) establish a separate category for independent students with tax dependents, and raise the income ceiling for eligibility for an APTS award for this group from $15,000 to $37,000; and (3) delete the requirement that APTS recipients have earned six college credits to be eligible for an award. (SW)

ED 294 518 IR 013 056

Liebes, Tamar; Katz, Elihu
Dallas and Genesis: Primordiality and Seriality in Popular Culture.
PUB DATE- Jul 86
NOTE- 18p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiences; *Content Analysis; *Cultural Background; *Ethnicity; Foreign Countries; *Human Relations; *Kinship; Mass Media Effects; Popular Culture; Realism; Television Research; Values
IDENTIFIERS- *Israel; Kibbutzim; Soap Operas; *United States

This paper analyzes the ways in which members of different ethnic groups decode the worldwide hit television program Dallas, and suggests answers to the question of how such a quintessentially American cultural product crosses cultural and linguistics frontiers so easily. The program was studied with the intent of observing the mechanisms through which people understand, interpret, and evaluate a program; to compare such understandings across cultures; and to determine how American programs manage to engage and enter the lives of widely different kinds of viewers. Groups of six persons--three couples, all friends, meeting in the home of one of them--were drawn from four ethnic communities in Israel and one non-ethnic group of Americans in Los Angeles to discuss an episode of Dallas immediately after seeing it on the air. Based both on the literature and on the reactions of these viewers, discussion of ways in which Dallas invites viewer involvement considers parallels between the soap opera and the story of Genesis as well as the operation of seriality at both the semantic and the metalinguistic levels. It is concluded that Dallas offers viewers at different levels and in different cultures something they can understand from within themselves--not just an elementary understanding of the story as a drama of human relationships, but different types of understanding that are related to different types of involvement; and that the multiple levels of understanding and involvement of such programs offer a wide variety of different projects and games to different types of viewers. (13 references) (CGD)

ED 294 561 IR 013 226

Merritt, Bishetta; Stroman, Carolyn A.

Black Family Imagery and Interactions on Television: A Preliminary Analysis.

PUB DATE- Jul 86
NOTE- 21p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Family; *Characterization; *Commercial Television; Content Analysis; *Family Life; *Family Relationship; *Programing (Broadcast); Television Research
IDENTIFIERS- *Situation Comedies

The image and interactions of the black family depicted on television were investigated in order to determine whether changes occurred in the imagery and interactions of black television families between 1980 and 1985, and to compare the family structures and interactive behavior on situation comedies portraying nuclear black families during the 1985-86 season. A random selection of shows from three situation comedies--"The Cosby Show," "227," and "Charlie & Company"--were coded for the variables of role significance, dress, occupational status, competence, and wealth. Preliminary analysis, including the following findings, indicated that a more positive portrayal of black families is currently emerging: (1) families have both husband and wife present; (2) spouses interact frequently, equally, and lovingly with each other; (3) children are treated with respect and taught achievement-oriented values; and (4) this activity takes place in a positive atmosphere with little conflict. (12 references) (Author/MES)

ED 294 576   IR 052 344

Clark, Suzanne M.

Government Documents for the Health Sciences Librarian.

PUB DATE- May 87
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Federal Government;
*Government Publications; *Health Materials; *Library Acquisition;

*Library Materials; *Medical Libraries; *Medicine

Designed to assist health sciences librarians in identifying and obtaining government publications in the areas of health and medicine, this annotated guide highlights significant publications and relevant processes. The following types of sources are detailed: guides; directories; statistics; indexes and abstracts/online service for general information, legislation, regulations, technical reports, statistics, health, and federal research in progress; and both legal and regulatory health legislation sources. A final section on acquisitions discusses depository libraries, the Government Printing Office, the National Technical Information Service, and commercial and free sources. (Author/EW)

ED 294 663 PS 017 337

The Continuing Infant Mortality Crisis in Illinois. Part 1. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session (Springfield, Illinois, October 5, 1987).

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 88

NOTE- 209p.; For part 2, see PS 017 338. Portions contain small print.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-070-06464-1, $5.50).

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Community Programs; *Crisis Intervention; Family Planning; *Infant Mortality; Insurance; Malpractice; *Obstetrics; *Poverty; *Pregnancy; Rural Areas; State Programs

IDENTIFIERS- Access to Health Care; *Illinois

Testimony concerned: (1) difficulties and successes in obtaining private and public medical services experienced by Illinois citizens with health problems during pregancy; (2) Illinois' efforts to deal with high infant mortality, including descriptions of intervention programs, excerpts from the data report of Illinois' 1988 Human Services Plan, and the Illinois Birth Certificate Survey on Access to Prenatal and Well Child Care; (3) infant mortality in south central Illinois; (4) difficulties pregnant, low income women face in obtaining public medical care services; (5) a nonprofit agency providing pregnancy crisis intervention for teens, unmarried women, and married, low income women; (6) medical doctors' problems in providing services to Public Aid recipients and dealing with the Public Aid bureaucracy; (7) malpractice litigation against doctors; (8) ways in which the family planning network can play a significant role in reducing infant mortality; (9) services provided to pregnant women in southern Illinois by the Parents Too Soon and Families with a Future programs; (10) factors influencing availability of professional obstetric care, particularly for persons at high risk due to economic factors; (11) reasons behind the status quo in Illinois' infant mortality rate; and (12) difficulties in getting prospective clients to use available services. Additional material concerns the Springfield, Illinois, Department of Public Health, and the relation between infant mortality and prenatal nutrition. (RH)

ED 294 678 PS 017 354

Banashak, Joan M.
Innovative Instructional Incentive Plan.
Broward County School Board, Fort Lauderdale, Fla.
PUB DATE- Jun 87
NOTE- 29p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Discipline Problems; *Educational Improvement; *Educational Planning; Elementary Education; *Incentives; *Intervention; Program Descriptions; Program Implementation; Referral; Rewards; Student Organizations

The Innovative Instructional Incentive Plan represents a set of goals and action strategies for implementing the school improvement plan of the Fairway Elementary School in Miramar, Florida, where instructional time was being lost due to disruptive student behavior, and where behavioral infractions were not always dealt with quickly or consistently. This paper provides: (1) a description of the school; (2) a summary of the improvement planning process; (3) an executive summary stating the problem, summarizing the analysis of the problem, and stating intervention goals; (4) a time line for implementation; (5) a statement of the school's code of discipline; (6) descriptions of six superhero caricatures that were designed to illustrate concepts in the discipline code, and were portrayed by means of lifesize cardboard cutouts which were strategically placed throughout the school; (7) a brief description of the incentive awards program for positive behavior and good work; (8) a brief outline of the referral process; and (9) a description of the link between earned incentives and interdisciplinary clubs established to enrich the curriculum and further reward students. Concluding materials describe program implementation month by month for the first year, and outcomes anticipated for the second. (RH)

ED 294 693 PS 017 375

Buchanan, Barbara M.; And Others
Caring for Children in the Commonwealth: Problems and Policy.

Occasional Paper 1.14.
Massachusetts Univ., Boston. Inst. for Learning and Teaching.
SPONS. AGENCY- Clipper Ship Foundation, Inc., Boston, MA.
PUB DATE- Jun 88
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Caregivers; *Costs; *Curriculum Development; *Day Care; *Delivery Systems; *Educational Policy; Professional Development; Public Schools; School Role
IDENTIFIERS- *Massachusetts

Outlined are components believed to be critical to fostering the development of a comprehensive child care system in Massachusetts: delivery models, curriculum development, staffing, professional development, cost, affordability, and policy. Child care delivery models are discussed in terms of present delivery models, problems in the delivery system, and requirements for creating more effective delivery systems. Curriculum in child care is discussed with regard to types of curricula. The discussion of staffing and professional development in child care focuses on training and ongoing professional development for child care providers, and a recommended requirement for improved curriculum and staff professional training. The discussion of cost options explores requirements for creating affordable child care. Included in the discussion of policy recommendations is a proposal that the public school systems of the state be seriously considered as the units responsible for organizing, administering, and providing child care for children from 6 months through 5 years of age. (RH)

ED 294 720   SE 049 098

Berberet, William G.
Earth Day and Environmental Education: Retrospect and Prospect. IES Monograph 1.
Wisconsin Univ., Madison. Inst. for Environmental Studies.
PUB DATE- Jan 88
NOTE- 12p.
AVAILABLE FROM- Institute for Environmental Studies, Office of Publications, Information, and Outreach, 550 North Park Street, 15 Science Hall, Madison, WI 53706 (single copies free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Historical Materials (060)
DESCRIPTORS- Controversial Issues (Course Content); Ecology; Elementary Secondary Education; *Environmental Education; *Global Approach; Higher Education; *International Cooperation; International Organizations; Natural Resources; Problem Solving; *Professional Associations; Quality of Life; Science and Society; *World Problems

The first Earth Day was held on April 22, 1970. This monograph is an attempt to analyze the environmental improvement efforts since that time, with emphasis on environmental education and environmental studies. It is claimed that environmental policies developed over the past 17 years have failed to incorporate adequately the human dimension in relationships between people and their environment. Environmental education and environmental studies programs not only have failed to address cultural or human ecology substantively, but have evolved in a manner largely isolated from both the teacher education curricular mainstream and the humanities and science disciplines. Environmental educators are challenged to get on the "cutting edge" of the scholarly and education mainstream. (TW)

ED 294 401 EC 202 572

Goodman, Sherryl H.
The Developmental Course of Young Children with Emotionally Disturbed Mothers.
PUB DATE- Apr 87
NOTE- 16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Problems; Black Mothers; Black Youth; *Developmental Disabilities; *Emotional Disturbances; *Family Environment; High Risk Persons; *Infant Behavior; Low Income; *Parent Child Relationship; Risk; Schizophrenia; Social Development; Young Children
IDENTIFIERS- *Disabled Parents

The vulnerability of children to developmental problems was studied in three groups of young children: (1) children with schizophrenic mothers (N=35); (2) children with severely depressed mothers (N=19); and children with well mothers (N=21). The children ranged in age from birth to 5 years, with 64 percent under age 2, and came from families who were black, inner-city residents with low incomes and poorly educated mothers who were usually heads of households. The children were evaluated three times, at 1-year intervals, using an extensive battery of tests, observations, and interviews to examine their social, intellectual, and emotional development and the quality of their child-rearing environment. Data from the first evaluations indicated that schizophrenic offspring, as a group, exhibited more social behavior problems than the children with depressed or well mothers. The children of depressed mothers also scored poorly in the areas of role play and using the mother as a resource but otherwise performed comparably to the well group. At the time of the third evaluation, however, the children with depressed mothers actually were worse off than the other two groups on five of six variables for social behavior. (VW)

ED 294 430 FL 017 362

Kester, Donald L.

Listen, Practice, Converse: A Communication Approach to Second Language Acquisition in Torrance Unified School District. (A Japanese and Korean Bilingual Program Funded under Title VII of the Elementary and Secondary Education Act.) Third Annual Evaluation Report (1986-1987).

Los Angeles County Office of Education, Downey, CA. Div. of Evaluation, Attendance, and Pupil Services.

PUB DATE- Oct 87
NOTE- 73p.; Appendixes include small, blurred print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Curriculum Guides; Elementary Education; Federal Programs; Followup Studies; *Japanese; *Korean; Lesson Plans; Parent Participation; *Program Effectiveness; Program Evaluation; Uncommonly Taught Languages
IDENTIFIERS- *Torrance Unified School District CA

The third-year evaluation report of a federally-funded elementary school Japanese and Korean bilingual program in the Torrance (California) Unified School District contains information on the background and previous revision of the program evaluation plan, the evaluator's opinion regarding the program evaluation plan elements, results of the evaluator's on-site visits, data gathering and analyses, a proposed program evaluation plan revision, and suggestions for possible program modification. Overall, the evaluation found positive program results. Substantial appended materials include program records and forms, sample student work, sample instructional materials, procedural documents, program announcements, portions of a school yearbook, lesson plans, project director's tabulations of parent awareness of activities at each school, inservice education information, and bilingual committee meeting minutes. (MSE)

ED 294 490 HE 021 428

Amos, Arthur K., Jr.
Advising at UC Davis: A Report of Student Opinions.
California Univ., Davis. Office of Student Affairs Research and Information.
PUB DATE- Mar 88
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Advising; *Career Planning; *College Students; Higher Education; Institutional Research; *Job Placement; Participant Satisfaction; *Student Attitudes
IDENTIFIERS- *University of California Davis

The perceptions of undergraduate, graduate, and professional students about advising at the University of California, Davis, were surveyed in spring 1987. Of the sample of 1,565 students, 51.2% responded. Responses of Davis students were compared with norms derived from a sample of colleges with populations larger than 10,000 students that were surveyed between during 1984-1986. Major findings include: students feel positive about the information they receive prior to enrolling; students appreciate and use the various sources of academic advising found on campus; freshmen report less use than their national counterparts of academic advising services (59.5% versus 67.4%); not all students were able to easily meet with their faculty advisors and some students received misleading or contradictory information; students who used career planning services or job placement services reported moderately high levels of satisfaction; and undergraduates deferred use of career planning and job placement services until late in their academic careers. It is suggested that many students do not get into the advising system early enough in their academic careers to take full advantage of the services offered. Specific comments of respondents are included. (SW)

ED 294 533 IR 013 078

Palmer, Patricia

The Social Nature of Children's Television Viewing.

PUB DATE- Jul 86
NOTE- 30p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Television; *Communication (Thought Transfer); Diaries; Elementary Education; Foreign Countries; Human Relations; Leisure Time; Questionnaires; *Social Behavior; Socioeconomic Influences; Surveys; Television Research; *Television Viewing
IDENTIFIERS- *Australia (Sydney)

This research project used a conceptual framework to study television viewing as a process of communication rather than as a one way transfer of information from the set to the person. Children's own definitions of experience of television viewing/behavior were used to shape the direction and concerns of the project. As background to, and in support of, this project, a review of research on children and television is included. A three stage research design used a combination of methods to explore the relationship of children between the ages of 8-9 and 11-12 years with television. For Stage 1, 64 Australian school children were interviewed to determine their definitions of the television world and their television behavior. Stage 2 involved observations of 23 children at home watching television and doing other routine activities. In Stage 3, 486 school children were surveyed by questionnaire. Data collected were summarized under two headings: television viewing as children understand it, and social interaction during television viewing. It was concluded that: (1) adults need to be more aware of the dynamic relationship children have with television and its special significance to those who have little access to other kinds of leisure; (2) program content should do justice to their viewing abilities and curiosity; and (3) children must be given programs that deserve their enthusiasm. (33 references) (CGD)

ED 294 547 IR 013 092

Splichal, Slavko
Socializing Audiences--or Television? On Theory and Practice of Media Socialization in Yugoslavia.
PUB DATE- Jul 86
NOTE- 30p.; Paper presented at the International Television Studies Conference (London, England, April 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiences; Capitalism; *Communications; Democratic Values; Foreign Countries; Freedom of Information; Government Role; Information Sources; *Mass Media; Political Attitudes; Public Service; *Socialization; Social Responsibility; Socioeconomic Influences; State Programs; *Technological Advancement; *Television Viewing
IDENTIFIERS- *Yugoslavia

Socialization is generally considered the process of making individuals "fit" for living in society. To understand the specific social role of the media, their particular place among agencies of socialization, and the real possibilities of a democratization of mass communication, the question should be inverted to ask, "Who makes the media 'fit' for what society and how?" In essence, the questions are how best to fulfill the collectively transmitted social interest in the field of mass communication through social management bodies, or how to make these bodies independent and responsible; and also how to use the positive experience of the democratization of mass communication in the development of western democracies, and how to develop new methods of actively integrating the population into the communication processes themselves, as well as in their management and control. The opportunities that Yugoslav society provides for the establishment of social property and the development of self-management in the field of mass communication have remained to a large extent unused. Too much social energy has been used in creating the most perfect, comprehensive laws; too little energy has been spent in developing concrete instruments and mechanisms of socialization of the communication activity. (10 references) (CGD)

ED 294 591　　　　　　　　　　　IR 052 374

Aubrey, Irene E., Ed.
Notable Canadian Children's Books, 1984 Supplement = Un Choix de Livres Canadiens pour la Jeunesse, Supplement 1984.
National Library of Canada, Ottawa (Ontario).
REPORT NO.- ISBN-0-662-55673-9
PUB DATE- 88
NOTE- 50p.; For related document, see ED 272 207.
LANGUAGE- English; French
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Adolescent Literature; *Childrens Literature; Foreign Countries; *Foreign Language Books; French
IDENTIFIERS- Canada

Reviews of 21 English-language and 9 French-language Canadian children's books are compiled in this document which is printed in both English and French. Reviews discuss elements such as themes, illustrations, layout, and level. An index of authors, illustrators, titles, subject headings, and literary awards is included. (MES)

ED 294 606 JC 870 516

Master Agreement between Dawson Community College Board of Trustees and Glendive Federation of Teachers, Local No. 3402, American Federation of Teachers, AFL-CIO, for 1986-87.

Dawson Community Coll., Glendive, MT. Board of Trustees.; National Education Association, Washington, D.C.

PUB DATE- 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Department Heads; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; Personnel Policy; Released Time; Teacher Dismissal; Teacher Retirement; Teacher Salaries; Tenure; Two Year Colleges; Unions
IDENTIFIERS- *Dawson Community College MT; National Education Association; *NEA Contracts

The collective bargaining agreement between the Dawson Community College Board of Trustees and the Glendive Federation of Teachers is presented for 1986-87. The 20 articles in the agreement cover rights and provisions related to: (1) definitions of terms; (2) recogition of the federation as the exclusive bargaining agent for faculty members; (3) academic freedom; (4) non-discrimination; (5) board-federation communications and the establishment of a mutual concerns committee; (6) federation rights; (7) management rights; (8) faculty working conditions and rights concerning personnel files; (9) procedures for complaints and grievances; (10) tenure; (11) termination of employment; (12) leaves; (13) teaching and workload; (14) salary schedule placement; (15) 1986-87 salary schedule; (16) fringe benefits; (17) general agreement provisions; (18) the intent of the federation and the board; (19) faculty contracts; and (20) the duration of the agreement. (MDB)

ED 294 620 JC 880 229

Versteck, Mary M.
The Seven S Framework and Its Use as an Assessment Tool.
PUB DATE- 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Principles; Administrator Guides; *Collective Bargaining; *College Administration; Community Colleges; *Management Systems; Participative Decision Making; *Problem Solving; *Remedial Instruction; Two Year Colleges
IDENTIFIERS- *Seven S Framework (Pascale and Athos)

The "Seven S" framework developed by Pascale and Athos can be adapted to encompass both the technical and philosophical dimensions of organizational problem solving. For a community college, the seven elements of the model would be: (1) Superordinate goals--the significant meanings and guiding concepts that make up the philosophy of a community college; (2) Strategy--a plan or course of action for the allocation of institutional resources to meet organizational goals; (3) Structure--a decentralized, nonhierarchical organizational structure that promotes communication and a shared understanding of that work of a community college; (4) Systems--processes and products for sharing the responsibility of problem solving; (5) Staff--a match between the characteristics of employees and their work; (6) Style--management behaviors and organizational culture; and (7) Skills--distinctive capabilities of key personnel or the college as a whole. Using this framework as a checklist, the community college administrator can identify and solve problems related to poorly prepared students and the quality of remediation, residing mainly in the structure, systems, and staff areas. The framework can also be used to address problems related to unionization, collective bargaining, and the move from an organizational model characterized by administrative dominance. (EJV)

ED 294 634 JC 880 246

Sevick, Joan
Moving a Graveyard.
PUB DATE- Apr 88
NOTE- 9p.; Paper presented at the Conference on General Education and the Two-Year College (Hamburg, NY, April 22-23, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Community Colleges; *Core Curriculum; *Course Content; Course Descriptions; *Curriculum Development; *General Education; *Interdisciplinary Approach; *Thematic Approach; Two Year Colleges
IDENTIFIERS- *Nassau Community College NY

After much discussion and several false starts, Nassau Community College (New York) has developed a two-course core curriculum designed to cover significant material from the sciences, social sciences, and humanities in practical proportions. The first course in the sequence, "Exploring Nature and Society," deals with Perceptions of the Physical World, Views of Human Nature, Authority and the Individual, and the Search for Meaning in the Universe. The second course, "Ideas and Expression in the Arts," looks at Expressions of the Physical World: Realism to Abstraction, Expressing the Human Condition: Symbolism, Authority and the Individual: The Drama of Protest, and the Beautiful and the Sublime. To help students deal with the abstract concepts presented in the course, each major unit begins with a discussion of a central, usually contemporary, figure and of a question that the individual might ask. For example, Martin Luther King is the central figure for the unit on Authority and the Individual, and his "Letter from Birmingham Jail" serves as the basis for a discussion of the question, "how should an individual behave when in conflict with authority?" To prepare instructors to teach the courses, a one-semester faculty seminar has been developed to enable teachers to teach each other, refine course content, become familiar with the materials, and determine means of presenting information. The courses will not be team taught, the parameters of the program will remain flexible in order to maintain freshness, and the cross-disciplinary thematic structure of the course will emphasize connections and the integration of material. Students will be advised to take the courses as early as possible after completing all remedial and developmental work. (MDB)

ED 294 648 PS 017 119

Effectiveness of Preschool; and Comparing Full-Day, Half-Day, and Alternate-Day Kindergartens.

Pasco School District 1, Wash.

PUB DATE- 87
NOTE- 110p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Early Childhood Education; *Kindergarten; *Preschool Education; *Program Effectiveness; Program Evaluation; School Districts; *School Schedules
IDENTIFIERS- Alternate Day Programs; *Full Day Programs; Half Day Programs; *Washington (Pasco)

Presented are four studies of the effectiveness of early childhood programs that were implemented in the Pasco, Washington school district from 1982 through 1987. Part One provides a study of three kindergarten models, full-day everyday, full-day alternate days, and half-day everyday, implemented during the 1985 school year. The study reports on the preschool program over a 3-year period. Part Two reports on a comparison of two kindergarten models, half-day everyday and full-day alternate days, for the 1986 school year. Included in the report is data from other studies comparing half-day and alternate day schedules. Part Three compares the full-day everyday kindergarten model, as operated for the school years 1986 and 1987, to the half-time kindergarten models, which combine half-day everyday and full-day alternate days. It also reviews data from other studies of full-day kindergarten models. Part Four provides data on five cohorts of preschool children, served from 1982 through 1987, with follow-up data on the first two cohorts through kindergarten and first grade. Findings indicate that the full-day everyday kindergarten program was far more effective than the half-time models for poverty level students and average or above average students. The full-day alternative days model was significantly better than the half-day everyday model for children in poverty, and on all tests of language proficiency. (RH)

ED 294 753 SE 049 151

Hardiman, Pamela Thibodeau; And Others

The Relation between Problem Categorization and Problem Solving among Novices and Experts.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- May 88
NOTE- 27p.
GRANT- BNS-8511069
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Development; *Cognitive Processes; *College Science; Higher Education; *Learning Processes; *Mechanics (Physics); *Physics; *Problem Solving; Science Education; Undergraduate Students

This investigation examined the relationship between problem solving ability and the criteria used to decide whether two classical mechanics problems could be solved similarly. The investigators began by comparing experts and novices on a similarity judgment task and found that experts predominantly relied on the problems' deep structure in deciding similarity of solution, although the presence of surface feature similarity had a clear adverse effect on performance. Novices relied predominantly on surface features, but were capable of using the problems' deep structure under certain conditions. In a second experiment, groups of novices who tended to employ different types of reasoning in making similarity judgments were compared. Compared to novices who relied predominantly on surface features, novices who made greater use of principles tended to categorize problems similarly to experts, as well as score higher in problem solving. These results suggest that principles play a fundamental role in the organization of conceptual and procedural knowledge for good problem solvers at all levels. (Author/CW)

ED 294 372 EC 202 541

Uhl, Gladys J.
What Does Problem Solving Contribute to Education for the Gifted? Strategies and Techniques Relating to Attitudes and Behavior.
PUB DATE- Jun 84
NOTE- 19p.; Paper presented at the International Conference: Education for the Gifted, "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Curriculum Development; Elementary Secondary Education; Foreign Countries; *Foreign Students; *Gifted; *Peer Relationship; *Problem Solving; Program Development; Special Schools; *Talent Identification
IDENTIFIERS- *South Africa

The American-born and -educated director of an international elementary and secondary school for gifted children in South Africa uses her 40 years of experience to explore the needs of gifted children and the goals of gifted education. The school provided an American-based educational program and English language instruction to a multilingual, multinational, and multiracial student body with IQs from 135 to 197. The director believed that problem solving was the skill most needed in any gifted or nongifted individual's life and placed it at the core of the school's curriculum. Also important to the school's philosophy was the belief that the gifted have a universal need for other gifted peers. She relates an experience with a group of students, ages 7-18, who voluntarily formed an association to enhance their English-speaking skills while attempting to solve "real life problems as a group." Stronger efforts worldwide in identifying and providing an appropriate education for gifted students are advocated. She acknowledges the lack of agreement on how best to accomplish this and cites several examples of successful programs in the United States and one in Bogota, Colombia. Appendices list characteristics and basic educational needs of the gifted and talented. (VW)

ED 294 414 FL 017 135

Besnier, Niko, Comp.
Tuvaluan Lexicon.
Peace Corps, Washington, D.C.
PUB DATE- 81
NOTE- 807p.; Best copy available.
LANGUAGE- Tuvaluan; English
EDRS Price - MF05/PC33 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reference Materials - Bibliographies (131)
DESCRIPTORS- Foreign Countries; *Lexicology; Second Language Instruction; Syntax; *Uncommonly Taught Languages; *Vocabulary; Voluntary Agencies; Word Lists
IDENTIFIERS- Pacific Islands; Peace Corps; *Polynesian Languages; *Tuvaluan

A lexicon for Tuvaluan, a Polynesian language spoken in the Gilbert and Ellice Islands, contains two parts, a lexicon and a word finder. The lexicon has a traditional format, in which Tuvaluan words are listed alphabetically and defined in English, and in which all additional information on structure, usage, and dialect can be found. The second part is a cross-listing of all English definitions appearing in the first part with the Tuvaluan head-word under which the English word appears. Entries contain information on the dialect name, the source of borrowings, Proto-Polynesian origin, morphological structure, parts of speech, the possessive class, the non-singular form, definition, examples, scientific names for botanical and zoological entries, and references to other entries. Notes on orthography and alphabetical order precede the lexicon. The reader is cautioned that this edition is provisional, designed as a short-term working lexicon, with all information subject to change. (Author/MSE)

ED 294 447 FL 017 382

Machura, Ludmila
What Can Be Learnt from Teaching Children?

PUB DATE- Apr 87
NOTE- 10p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (21st, Westende, Belgium, April 12-14, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Attention Span; Chronological Age; *Classroom Techniques; College Students; Educational Strategies; Elementary Education; Elementary School Students; *English (Second Language); Foreign Countries; Games; Higher Education; Instructional Improvement; Instructional Materials; Introductory Courses; Language Usage; Learning Motivation; Second Language Instruction; *Second Language Learning
IDENTIFIERS- Authentic Materials; Poland

While it is commonly assumed that teaching children is unrelated to teaching at the advanced level, the two kinds of teaching are closely related and mutually effective. The experience of teaching young learners can benefit the instruction of college students of English as a second language. In both cases, providing motivation is a challenge. Materials should be appealing, varied, authentic, challenging, and topic-oriented. Teaching children requires consistency and clarity of goals and requirements, and diversified tasks for a sense of achievement, as do adults. The games and role-playing activities involved in teaching children should also be used to teach adults. While children have a love of sound, older students need to be encouraged to enjoy it. Children's need to relax occasionally into their native language suggests that the same practice would be useful for adults. The teacher who has learned an essential element of teaching children, being available to them, has learned to be more relaxed with students. The needs for timing, recognition of individual developmental differences, and awareness of the learner's responses are similar for both age groups. (MSE)

ED 294 463 FL 017 400

Provisional Program Guidelines for Foreign Language Teacher Education.

American Council on the Teaching of Foreign Languages, Hastings-on-Hudson, N.Y.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Development; Curriculum Guides; Elementary Education; Higher Education; *Individual Development; *Language Teachers; Preservice Teacher Education; *Professional Development; Second Language Instruction; *Specialization; *Teacher Education Curriculum

The provisional guidelines developed by the American Council on the Teaching of Foreign Languages for pre-service foreign language teacher education programs are intended for discussion and commentary from the profession and to assist in program development and evaluation. Guidelines are presented for three areas: (1) personal development, based on the knowledge and skills derived from a strong liberal arts education; (2) professional development based on knowledge and skills derived from education and experience in the art and science of pedagogy; and (3) specialist development, based on knowledge and skills associated with being a specialist in the language and culture to be taught in the classroom. For each of the three areas, specific program subareas are noted for which guidelines for coursework and experiences, some discussion, and indicators of program consistency with the guidelines are provided. Within the personal development section, these subareas include communication, acquisition and use of knowledge, and leadership. For professional development, they include the rationale for language study, theories of child development and learning, curriculum development, instruction, the instructional setting, foreign language in the elementary schools, and foreign language education faculty. For specialist development, they include language proficiency, culture and civilization, and language analysis. (MSE)

ED 294 477 HE 021 405

Part-time, Temporary & Nontenure Track Faculty Appointments. Report and Recommendations.

National Education Association, Washington, D.C.

PUB DATE- 88
NOTE- 19p.
AVAILABLE FROM- National Education Association, Office of Higher Education, 1201 Sixteenth Street, N.W., Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adjunct Faculty; Administrative Policy; Collective Bargaining; College Administration; *College Faculty; Due Process; *Employment Practices; Higher Education; *Nontenured Faculty; *Part Time Faculty; *Personnel Policy; Position Papers; Teacher Qualifications

The National Education Association (NEA) regards the misuse and abuse of part-time, temporary, and nontenure track faculty appointments as one of the most serious problems confronting American higher education. This report discusses the following topics and gives NEA's recommendations to colleges and universities: (1) categories of part-time, temporary and nontenure track faculty; (2) the appropriate use of part-time and temporary appointments; (3) academic due process for part-time and temporary faculty members; (4) security of employment for part-time faculty; (5) participation of part-time and temporary faculty in governance; (6) conditions of part-time and temporary faculty employment; (7) compensation of part-time faculty members; (8) the abuse of nontenure track appointments; and (9) part-time and temporary faculty in collective bargaining. In conclusion, the recommendation is made that each institution immediately begin to develop a handbook of policies on part-time and temporary faculty employment that incorporates the principles set forth in NEA policy statements. (KM)

ED 294 506 HE 021 480

Warner, Rebecca L.; And Others
Career Paths in Higher Education Administration.
American Council on Education, Washington, D.C.; Oakland Univ., Rochester, Mich.
PUB DATE- 88
NOTE- 35p.; Research report written by a study group affiliated with the Oakland University chapter of the American Council on Education/National Identification Program.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Characteristics; *Administrators; Administrator Selection; *Career Ladders; *College Administration; Comparative Analysis; *Employment Level; *Females; Higher Education; *Males; Questionnaires
IDENTIFIERS- *Women Administrators

A national survey of administrators was conducted to explore career paths and barriers in higher education administration and differences between male and female administrators as well as differences in administrative ranks between the sexes. The sample consisted of 394 administrators at the dean and above level, 319 of whom were male. A majority were white. A majority of women and men held the doctorate degree; however, the majority of the women received their highest degree in education, while men were more spread out with degrees in education, social sciences, and other fields. The distribution of current administrative positions indicated that women were more likely than men to hold lower level positions, and were more likely to be at community colleges. Two areas were important in the career path to higher education administration: one's education, and whether an individual acquires any faculty experience. Barriers perceived and experienced by women include: lack of strong sponsorship for administrative positions, sex discrimination, the importance placed on family responsibilities in the early career, and the type of education received. The questionnaire is appended. (SW)

ED 294 577 IR 052 360

Automation and Networking for Florida Libraries. 1988-Report 3. Report and Recommendations of the Postsecondary Education Planning Commission.
Florida State Postsecondary Education Planning Commission, Tallahassee.
PUB DATE- 25 Feb 88
NOTE- 95p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Library Automation; *Library Networks; *Library Planning; Planning Commissions; Postsecondary Education; Program Evaluation; *Shared Library Resources; State Surveys; *Statewide Planning
IDENTIFIERS- *Florida Center for Library Automation

This report details the findings of the Florida Postsecondary Education Planning Commission in its evaluation of the Florida Center for Library Automation (FCLA), library automation in Florida, and networking and resource sharing among the state's libraries. An introductory chapter defines terms and outlines data gathering activities, while the second chapter provides background information on library automation, library networking in Florida and nationwide, the FCLA, and the benefits and costs of automation. The details of research activities presented in the third chapter provide information on surveys of library directors, interviews with students, faculty, and library personnel, reviews of library automation efforts in other states, and an analysis of the current system of library automation and networking in Florida which was conducted by an external consultant team. The final chapter discusses issues and makes recommendations in the following areas: (1) the establishment of a state policy for library automation and networking; (2) the mission, scope, and governance of the FCLA; (3) library automation in community colleges; (4) expansion of FCLA services; (5) meeting the needs of private academic, public, and special libraries; and (6) costs and financing. An executive summary of the report is provided, and copies of the surveys, the interview schedule, reviews of library automation efforts in other states, and the consultants' report on automation and networking in Florida are appended. (MES)

ED 294 707   RC 016 587

Migrant Farmworkers in the Oak Orchard Health Service Area. A Descriptive Profile and Assessment of Health Care Needs and Economic Impact.

State Univ. of New York, Buffalo. Regional Economic Assistance Center.

SPONS. AGENCY- Public Health Service (DHHS), Rockville, Md.
PUB DATE- Feb 84
NOTE- 118p.
GRANT- 02-H-000, 329-09-02
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Blacks; *Demography; Ethnicity; Family Characteristics; *Health Needs; Health Services; *Income; Individual Characteristics; Mexican Americans; *Migrant Health Services; Migrant Programs; *Migrant Workers; Population Distribution; Puerto Ricans; Questionnaires; Seasonal Laborers
IDENTIFIERS- Economic Impact; *New York; *Oak Orchard Community Health Center NY

Interviews with 160 solo individuals and 293 family members revealed demographic characteristics, health care status and needs, and income and spending patterns of migrant farmworkers in the Oak Orchard Community Health Center (New York) service area during 1983. Findings showed that the migrant population was estimated at 1,089 workers and dependents. Family households were 60% of Mexican American origin and 73% of Mexican American migrant households had more than four members. Families spent approximately 5 months in the area. The solo population was distributed among Afro American (34%), Jamaican (34%), Puerto Rican (19%), and other (13%) ethnic groups. Almost half of solo migrants were married and had families in their home state/country. All respondents perceived their own health as good and 34% of family respondents thought their families were in excellent health. However, 33% of solo and about 50% of family respondents reported at least one health problem. The leading health conditions were back and musculoskeletal problems. The Hispanic population made the greatest use of available health services while 33% of solo respondents did not know where they would go for needed medical care. Migrant farmworkers accounted for $4.03 million being pumped into the local Oak Orchard area economy. (NEC)

ED 294 737 SE 049 131

Melear, Claudia T.
Perceptions of Research Scientists and Science Educators Regarding Science Education: Call for Synergy.
PUB DATE- 88
NOTE- 23p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Science; *Educational Cooperation; Higher Education; Institutional Cooperation; Opinions; *Preservice Teacher Education; Science Education; *Science Teachers; *Scientists; *Surveys
IDENTIFIERS- *Science Education Research

Improvement in science teacher education has been called for by several scientists and science education organizations. The concept of synergy is suggested as a model for enhanced improvements in the overall preparation of science teachers due to positive interactions between groups responsible for science teacher education, scientists, and science educators. A 30-item Likert type survey was sent to scientists and science educators in Ohio and Georgia. This study determined that areas of strong agreement existed between the two responsible groups regarding some aspects of science education. For example, scientists and science educators both agreed that science teaching in high school and college were not the same. Areas of less agreement were identified that suggested increased interactions between the responsible groups could produce clarification among issues of importance. Scientists and science educators disagreed about offering different science classes for teachers of K-6 and for science majors. Clarification of issues where less agreement was indicated will be necessary for optimum efficiency of science teacher preparation. This study suggests specific areas where dialogue has the greatest chance for success. (Author/CW)

ED 294 769 SE 049 181

Flemming, N. C., Ed.; Max, M. D., Ed.
Code of Practice for Scientific Diving: Principles for the Safe Practice of Scientific Diving in Different Environments. Unesco Technical Papers in Marine Science 53.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Marine Sciences.

PUB DATE- 88
NOTE- 290p.; Must bear note "Reproduced by permission of Unesco." Photographs may not reproduce well.
AVAILABLE FROM- Unesco, Division of Marine Sciences, 7 place de Fontenoy, 75700 Paris, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Aquatic Sports; Diving; *Educational Policy; Environmental Education; *Marine Education; *Occupational Safety and Health; Oceanography; Safety; Science Activities; Science Education; *Standards; Teaching Methods; *Underwater Diving
IDENTIFIERS- *UNESCO

This publication has been prepared to provide scientific divers with guidance on safe practice under varying experimental and environmental conditions. The Code offers advice and recommendations on administrative practices, insurance, terms of employment, medical standards, training standards, dive planning, safety with different breathing gases and different breathing systems, expedition planning, and guidance for a wide range of different diving environments. Conditions analyzed include: (1) polar diving; (2) cave diving; (3) night diving; (4) diving in the open ocean; (5) diving in surf; and (6) diving at high altitude. Recommendations are also given for the use of various potentially hazardous types of equipment, such as electrical systems, toxic chemicals, and radioactive tracers. The Code does not have the authority of law, and in every country legislation will take precedence over this Code. Nevertheless, it is intended that this document should be compatible with legislation, and should help legislators, diving officers, administrators, heads of laboratories, and divers, to maintain safety at all times. The methods and practices recommended are derived from professional experience at many universities and marine laboratories. There are detailed references to bibliography and addresses of experts. (Author/CW)

ED 294 387 EC 202 558

The Canadian Symposium on Special Education Issues. Proceedings. (Toronto, Canada, March 4-5, 1986).

Council for Exceptional Children, Niagara Falls (Ontario). Ontario Provincial Federation of Chapters.; Council for Exceptional Children, Reston, VA. Dept. of Professional Development.; Council of Administrators of Special Education, Inc.

PUB DATE- Mar 86
NOTE- 116p.; For individual papers, see EC 202 559-564.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Civil Rights; College Programs; College Students; Computer Uses in Education; *Disabilities; *Educational Research; *Educational Trends; Equal Education; Mainstreaming; Postsecondary Education; Severe Disabilities; *Special Education; Special Education Teachers; Student Personnel Services; Teacher Education

The texts of six papers presented at the Canadian Symposium on Special Education Issues are included in these proceedings. The papers' titles and authors are: "How Are We Doing? Issues and Research Related to the Integration of Students with Special Needs" (Janet Quintal); "Post-Secondary Programmes and Services for Exceptional Persons: North American Trends" (Marc Wilchesky); "The Education of Severely and Profoundly Handicapped Children and Youth: Some Issues That Currently Need To Be Resolved" (Harry Dahl); "The Future is Now: Implications for the Development of (Special) Education Leaders" (Ron Posno); "The Charter of Rights and Special Education: Blessing or Curse?" (A. Wayne MacKay); and "Computers in Special Education: Using Technology to Make Up the Difference" (Peter Lindsay). (JDD)

ED 294 562 IR 013 227

DeLay, Jeanine A.
Computer Ethics Topics and Teaching Strategies.
PUB DATE- 87
NOTE- 23p.; Paper presented at the Michigan Association of Computer Using Learners (March, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Artificial Intelligence; Case Studies; *Computers; Curriculum Design; *Ethical Instruction; Ethics; Instructional Materials; Privacy; Secondary Education; *Teaching Methods
IDENTIFIERS- Computer Equity; *Computer Ethics

An overview of six major issues in computer ethics is provided in this paper: (1) unauthorized and illegal database entry, surveillance and monitoring, and privacy issues; (2) piracy and intellectual property theft; (3) equity and equal access; (4) philosophical implications of artificial intelligence and computer rights; (5) social consequences of robotics and the automated office, human skill obsolescence, and job displacement; and (6) computers as tools of war. Materials and activities which are appropriate for teaching computer ethics at the middle or high school level are described, including readings, arguable premises, movies, case studies, the Eliza software program, data exercises, guidelines/policies, debates, conferences, and content analysis exercises. Two of these strategies--the arguable premise and the case method--are expanded upon for the high school setting, and ways in which computer ethics might fit into the curriculum are discussed. The agenda of a new organization, the Center for Applied Ethics and New Technologies, which provides curricular material on computing technology ethical topics, is also introduced. Seven case studies for classroom use are appended. (MES)

ED 294 592   IR 052 375

Littlejohn, Alice C.; Parker, Joan M.
Online Database Searching Workbook.
California State Univ., Long Beach. University Library.
PUB DATE- 88
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Libraries; Higher Education; Library Instruction; *Online Searching; *Search Strategies; Users (Information); Workbooks
IDENTIFIERS- Boolean Logic; BRS After Dark; Knowledge Index

Designed primarily for use by first-time searchers, this workbook provides an overview of online searching. Following a brief introduction which defines online searching, databases, and database producers, five steps in carrying out a successful search are described: (1) identifying the main concepts of the search statement; (2) selecting a database; (3) developing vocabulary; (4) applying Boolean logic; and (5) conducting a search. System commands, available databases, field codes, and stop words are listed for BRS/After Dark and Knowledge Index. Sample searches illustrate how to narrow or broaden a search. (MES)

ED 294 679 PS 017 355

Klauke, Amy
The Developmental Approach to Kindergarten: Profile of an Expert Teacher.
Oregon School Study Council, Eugene.

PUB DATE- Apr 88
NOTE- 34p.
AVAILABLE FROM- Oregon School Study Council, 1787 Agate Street, University of Oregon, Eugene, OR 97403 ($5.00; discount on quantity orders of 10 or more copies).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Serials (022)
DESCRIPTORS- *Classroom Environment; *Classroom Techniques; *Developmental Programs; *Kindergarten; Primary Education; Profiles; *Teacher Behavior; *Teacher Characteristics; Teacher Student Relationship
IDENTIFIERS- *Exemplars of Excellence

Providing an example of educational practice others may wish to emulate, this bulletin profiles the work of Elga Brown, an extraordinary kindergarten teacher at Edison Elementary School in Eugene, Oregon. The basic educational objective of Brown's classroom is that every one has a good day, and the overriding rule is that everyone allow everyone else to have a good day. Participants practice self-government. At the start of each day, each child chooses two activities, negotiates access to activity areas, and quickly begins to create activities within those areas. Although Elga Brown intervenes to extend development, self-direction lies at the root of children's involvement. Children are encouraged to be inquisitive, ask questions and go beyond simple answers. This makes the world fascinating and encourages the children to explore it. Brown's approach to the children is warm and respectful, not patronizing or condescending. Her tone is genuine and friendly. She is alert and responsive to every activity in the classroom. Brown's criticism is neither strongly negative nor strongly positive. Children do not work for her approval. Interactions are characterized by mutual respect. Children learn by experience and through their senses. Appended is an ERIC Digest entitled "What Should Young Children Be Learning?" by Lilian G. Katz. (RH)

ED 294 694 PS 017 380

Bainter, Dolores; And Others
Using Literature To Teach in All Curriculum Areas K-3.
Old Adobe Union School District, Petaluma, CA.
PUB DATE- 88
NOTE- 69p.; Paper presented at the Annual Northern California Kindergarten Conference (6th, San Francisco, CA, January 23, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Books; *Childrens Literature; Curriculum Guides; *Elementary School Curriculum; *Integrated Curriculum; *Learning Activities; Primary Education; *Story Reading

Presented are ideas for learning activities that use books and stories to teach language arts, art, cooking, movement, health, music, and math to kindergarten and primary school students. Activities are organized around such topics as quilts, apples, teeth, hands, feelings, heroes, letters, and such events as birthdays, Mother's and Father's Day, Ground Hog Day, April Fools' Day, and bookbinding. The unit on heroes focuses on Malina, Squanto, Martin Luther King, Abraham Lincoln, George Washington, Helen Keller, Magic Johnson, Mary Lou Retton, Mother Theresa, and Joan Baez. Each unit provides a statement of intent and a list of books and readings, as well as suggested learning activities. Materials designed to be duplicated and handed out to students are included. (RH)

ED 294 721 SE 049 099

Geometric Probability. New Topics for Secondary School Mathematics. Materials and Software.

National Council of Teachers of Mathematics, Inc., Reston, Va.

REPORT NO.- ISBN-0-87353-258-9
PUB DATE- 88
NOTE- 40p.
AVAILABLE FROM- National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091 ($9.00, including software).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; Computer Simulation; Computer Software; Computer Uses in Education; *Geometric Concepts; Mathematical Models; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Probability; Problem Solving; Secondary Education; *Secondary School Mathematics

These materials on geometric probability are the first unit in a course being developed by the Mathematics Department at the North Carolina School of Science and Mathematics. This course is designed to prepare high school students who have completed Algebra 2 for the variety of math courses they will encounter in college. Assuming only a knowledge of linear functions and of areas of simple geometric regions, the unit deals with how to determine probabilities of events for which the number of possible outcomes is infinite. Computer software and a user's guide have been written to accompany the unit. The software provides simulations of seven of the experiments discussed in the unit. These simulations are designed to help students understand the random nature of the experiments and appreciate the relationship between empirical and theoretical probabilities. The unit also provides an introduction to mathematical modeling, computer simulations, and the distinction between discrete and continuous phenomena. (PK)

ED 294 402 EC 202 573

Illinois Birth to Three Clearinghouse Bibliography Series: "Materials on Home Care" (#18); "Material on Hearing-Impairment and Deafness in the Clearinghouse" (#19); "Audiovisual Materials in the Clearinghouse Collection" (#20); "Materials on Medical Genetics in the Clearinghouse" (#21).

Illinois Public Health Association, Springfield.

SPONS. AGENCY- Governor's Planning Council on Developmental Disabilities, Springfield, Ill.
PUB DATE- 88
NOTE- 35p.; Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Congenital Impairments; *Disabilities; Family Programs; Genetics; *Hearing Impairments; *Home Programs; *Infants; Neonates; Pregnancy; Preschool Education; *Toddlers; Videotape Recordings
IDENTIFIERS- Medicaid

Four topical bibliographies list materials held by the Illinois Birth to Three Clearinghouse which collects information of interest to parents, professionals, and policymakers on health, education, and development in infancy and early childhood. Bibliography number 18, "Materials on Home Care," contains 52 entries for books and journal articles dated 1978-1987. Bibliography number 19, "Material on Hearing Impairment and Deafness," contains 53 entries for books and journal articles dated 1970 and 1977-1987. Bibliography number 20, "Audiovisual Materials," contains 34 annotated entries for videotapes dated largely 1985-1987. The videotapes cover a wide range of subjects including pregnancy, normal infant development, premature infants, neonatal intensive care, toys, Medicaid, and families with handicapped children. Bibliography number 21, "Materials on Medical Genetics," contains 64 entries for books and journal articles dated 1977-1987. (VW)

ED 294 431 FL 017 363

Dobb, Fred
Annotated Bibliography of Materials for Elementary Foreign Language Programs.
California State Dept. of Education, Sacramento.
PUB DATE- 1 Jul 87
NOTE- 18p.

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Arabic; Classical Languages; Elementary Education; *FLES; French; German; Hebrew; *Instructional Materials; Introductory Courses; Italian; Japanese; *Reference Materials; Second Language Instruction; Spanish; Uncommonly Taught Languages

An annotated bibliography contains about 70 citations of instructional materials and materials concerning curriculum development for elementary school foreign language programs. Citations are included for Arabic, classical languages, French, German, Hebrew, Italian, Japanese, and Spanish. Items on exploratory language courses and general works on elementary school foreign language instruction are also included. (MSE)

ED 294 491 HE 021 430

Instructional Locations Away from the Main Campus, Fall 1987. State University of New York. Report No. 16-88.
State Univ. of New York, Albany. Office of Institutional Research and Analytical Studies.
PUB DATE- Mar 88

NOTE- 138p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Credit Courses; Degrees (Academic); Educational Certificates; Enrollment Trends; *Extension Education; Full Time Faculty; Higher Education; Institutional Characteristics; Institutional Research; *Multicampus Colleges; *Off Campus Facilities; Part Time Faculty; Satellite Facilities; School Location; *State Universities
IDENTIFIERS- *State University of New York

Information about off-campus instructional locations of the State University of New York is presented, based on results of the Instructional Locations Away from the Main Campus Survey, Fall 1987. For each of 412 instructional locations away from the main campus, information is provided on: number of courses by level, registrations, academic programs whose requirements can be met at the location, the type of award offered by the location, whether a complete degree program is offered at the location, the number of full- and part-time faculty, and characteristics of the location. Listings identify those locations away from the main campus that meet the state's requirement for: (1) branch campuses, interinstitutional programs, or exceptions by offering complete academic programs leading to a certificate or degree; (2) extension center or interinstitutional centers (i.e., not offering a complete academic program but offering more than 15 credit courses or having more than 350 course registrations); and extension sites or interinstitutional sites (i.e., not offering a complete academic program and not offering more than 15 courses for credit and not having more than 350 course registrations). A two-page narrative summary of the data is included. (SW)

ED 294 519 IR 013 057

Lewis, Lisa A.
Female Address in Music Video: Voicing the Difference Differently.
PUB DATE- Jul 86
NOTE- 25p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Audiences; Body Image; Cultural Influences; Delinquency; *Females; Feminism; Foreign Countries; Males; *Music; *Musicians; Popular Culture; Social Attitudes; Social Behavior; Stereotypes; *Videotape Recordings
IDENTIFIERS- *United Kingdom; *United States

This paper identifies and examines a textual practice of female address in music video, and considers its appeal among a social audience of female adolescents. Textual strategies that inflect, appropriate, or bypass the prevailing male adolescence discourse on the American music video channel, MTV, are presented from the standpoint of their relationship to female adolescent experience and their capacity to articulate, in symbolic form, cultural meanings that adolescent girls find particularly significant. Textual practices are described that coalesce in the video texts of four female pop musicians (Cyndi Lauper, Madonna, Pat Benatar, and Tina Turner), and responses by adolescent females to each of these four videos are analyzed and discussed. Three characteristic features of female address videos are considered: (1) their ability to demonstrate a multidimensional and nuanced textuality; (2) their facility for offering rich and varied addresses to the conflict girls experience between, on the one hand, the destructive and limiting aspects of gender inequality, and on the other, the expressive culture of gender difference; and (3) their use of two interrelated modes of address, i.e., access signs and discovery signs. (22 references) (CGD)

ED 294 534 IR 013 079

Gomez, Guillermo Orozco
Research on Cognitive Effects of Non-Educational TV: An Epistemological Discussion.
PUB DATE- Jul 86
NOTE- 55p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Beliefs; Children; *Cognitive Development; *Commercial Television; Content Analysis; Cultural Influences; Educational Television; Elementary Secondary Education; Epistemology; Foreign Countries; History; *Incidental Learning; Mass Media Effects; Sex Stereotypes; *Socialization; Television Research
IDENTIFIERS- Canada; Mexico (Mexico City); United States

This paper makes a critical exploration into the core epistemological assumptions of mainstream television effects research and explains why the mainstream study of the cognitive impact of television on children suffers from two reductionist tendencies, i.e., television is understood by most researchers to be solely a technical medium, and most cognitive effects of television are perceived to be relevant only to cognitive skills and knowledge. It is argued that the impact of television on beliefs has generally been left unexplored and unexplained, and that this double reductionism has reinforced researchers' optimistic analyses of television's potential for children's education. In addition, the paper describes how such analyses focus on what television--and video technology--can be made to do (the intended effects), and thus automatically rule out systematic consideration of unintended effects. Based on an understanding of both the historical determination of television as a profit-making institution and the specific quality of television for making its messages believable, researchers are urged to consider an alternative perspective aimed at investigating primarily and directly the unintended cognitive effects of television. (17 notes, 117 references) (Author/CGD)

ED 294 548 IR 013 093

Spigel, Lynn
Ambiguity and Hesitation: Discourses on Television and the Housewife in Women's Home Magazines, 1948-55.
PUB DATE- Jul 86
NOTE- 27p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986). Appended figures will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advertising; *Audiences; *Females; History; *Homemakers; *Home Management; Labor Force; Leisure Time; Periodicals; Space Utilization; Television Research; *Television Viewing
IDENTIFIERS- *United States; *Womens Magazines

This study considers the ways in which the television set appeared and figured in representations of domestic space in middle class women's home magazines from 1948 to 1955. The effect of television on the home from the housewife's perspective is described as two-fold: something which called for a careful rearrangement of the home and the housewife's everyday life within it, rather than simply the representation of a commodity object of desire; and the source of a number of concrete problems regarding women's productive labor in the home, rather than simply an ideal shopping window of commodity display through which the housewife could fantasize consumption. Television is analyzed as the site of a struggle (or disruption) in representations of the home and everyday life within it--e.g., child rearing, the aesthetics of interior design, and even the relations of the married couple--and the role of women's home magazines. It is noted that these magazines reveal the complex socio-historical process by which a female audience was constituted. It is concluded that, at least at the level of representation, the historical process by which television inserted itself into the life of the housewife was marked by a large degree of ambivalence and hesitation. (Appended are 20 notes and 12 figures consisting of reproductions of 1950s advertisements for or including television.) (CCD)

ED 294 607 JC 870 517

Selected Collective Bargaining Agreements of Nebraska Two-Year Colleges.

National Education Association, Washington, D.C.

PUB DATE- 87
NOTE- 164p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Department Heads; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; Personnel Policy; Released Time; Teacher Dismissal; Teacher Retirement; Teacher Salaries; Tenure; Two Year Colleges; Unions
IDENTIFIERS- National Education Association; *NEA Contracts; *Nebraska

Five collective bargaining agreements between the boards of governors of selected community colleges in Nebraska and their respective faculty associations are presented, representing contracts in effect in 1987. Contracts for the following colleges are provided: Central Community College, Metropolitan Technical Community College, Mid-Plains Technical Community College, Southeast Community College, and Western Technical Community College. With some variation among the agreements in terms of coverage and detail, the following topics are dealt with: bargaining agent recognition; grievance procedures; management and faculty association rights; faculty appointments; personal and professional leaves of absence; working conditions; and insurance and other fringe benefits. Salary schedules are appended to many of the agreements. (EJV)

ED 294 621   JC 880 233

Riley, Bob E.
Organizational Policy: Where It Comes From, What It Does.
Howard County Junior Coll. District, Big Spring, TX.
PUB DATE- 88
NOTE- 16p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Board Administrator Relationship; *College Administration; Community Colleges; *Governing Boards; *Policy Formation; *School Policy; Two Year Colleges

A policy is a general statement of intent to act in a particular manner when confronted with a given situation or to achieve a given result in the future. Because policies ensure consistency and fairness, policy making is the most important function assigned to a governing board. Policies are not only the vehicle by which a board expresses and maintains control, but also serve to inform the public about how the board is likely to dispose of issues related to personnel, instruction, student services, general administration, board-administrator relations, and other important issues. The development of well-defined policies requires discipline, considerable debate and discussion, and much time. Steps in policy development include the following: (1) identification of a need; (2) board instruction to the administration to research the area and report back; (3) preparation of a sample policy; (4) solicitation of input from faculty, students, and parents; (5) conduct of a public hearing for complex issues; (6) conduct of a special board meeting to consider the policy; (7) revision; and (8) adoption. After a policy is developed it should be disseminated to the public, implemented and enforced on campus, and continually evaluated, and if, necessary revised. If policies are to be a means by which the board can more effectively discharge its responsibilities, rather than a device that unduly restricts board deliberations, they must be flexible. (EJV)

Brawer, Florence B.
The Faculty Who Teach Collegiate Courses.
Center for the Study of Community Colleges, Los Angeles, Calif.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Mar 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Education; *College Faculty; *College Role; Community Colleges; Educational Trends; *Professional Development; *Teacher Attitudes; *Teacher Characteristics; Teacher Role; Two Year Colleges

Drawing from national research on the demographics and level of professionalization of faculty at community colleges, this paper suggests ways in which faculty can support and promote the collegiate function of two-year institutions. First, demographic trends with respect to age, teaching load, educational attainment, gender, and ethnicity are reviewed. This section indicates that except for an increase in age and years of teaching experience, the demographics of teaching faculty were consistent between 1975 and 1984. The advance in age and increase in years of experience have implications for the transfer function. While young teachers have greater concern for students, older faculty are better able to promote and maintain policies that affect both student transfer and the essence of liberal arts in collegiate curriculum through their involvement in management functions. The next section examines indicators of faculty professionalization, including the lack of succinct, reliable, readily understood guidelines for peer review; the importance of relations and interaction with students to faculty job satisfaction; a low level of research and publication activity when contrasted with four-year college faculty; and a trend toward affiliation with professional organizations. The final sections look at ways that faculty can contribute to the college's transfer function, including: (1) taking responsibility for the academic and skills development of students planning to transfer to ensure that they can compete successfully at senior institutions; (2) helping students select a sequence of transferable courses; (3) utilizing the learning centers and media laboratories on campus to enhance instruction; (4) assuming greater responsibility for their own professional development, by conducting research, keeping abreast of new ideas in their fields, and be aware of instructional outcomes; and (5) seeking ways of taking the liberal arts into occupational areas. (MDB)

ED 294 649 PS 017 127

Lefstein, Leah
A Portrait of Young Adolescents in the 1980's.
North Carolina Univ., Chapel Hill. Center for Early Adolescence.
PUB DATE- 30 Sep 86
NOTE- 28p.; Paper presented at the Lilly Endowment Leadership Education Conference, "Building Leadership For Youth: A Shared Vision" (Indianapolis, IN, September 30, 1986).
AVAILABLE FROM- Center for Early Adolescence, 223 Carr Mill Mall, Carrboro, NC 27510 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Cognitive Development; Emotional Development; *High Risk Persons; Human Resources; *Individual Development; Individual Needs; Physical Development; *Poverty; Research Needs; Self Esteem; Social Development; *Social Problems; Talent
IDENTIFIERS- *Group Characteristics

Research findings are reported which depict characteristics and conditions of young adolescents in the 1980s. Discussion begins with an overview of what is known about the physical, socioemotional, and cognitive growth of young adolescents. It is argued that: (1) adults perpetuate many myths about teenagers; (2) adolescence is no more pathological a time than middle or old age; (3) the capacities and new talents of young adolescents are not used in their communities; (4) young teenagers are not overly influenced by peers in their development of long-term values; and (5) adults must recognize that a difference exists between the emergence of formal operational thinking in youth and the ability of the young adolescent to apply such thinking skills in every situation. While the young need adults and want their support, the myth that youths are to be feared and are not to be trusted continues. Concluding remarks focus on problems of adolescents, including mortality among infants born to teen mothers, teenage motherhood and poverty and school dropout rates, negative attitudes of dropouts toward school and their successes in special programs outside their regular classrooms, single parent working mothers, extended day school programs, adolescents' use of leisure time, substance abuse, the abuse of adolescents, and the increasing numbers of the young born and raised in poverty. (RH)

ED 294 664 PS 017 338

The Continuing Infant Mortality Crisis in Illinois. Part 2. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session (Chicago, Illinois, October 5, 1987).

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 88

NOTE- 163p.; For part 1, see PS 017 337. Portions contain small print.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-070-06465-0, $4.50).

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Church Role; Community Programs; *Crisis Intervention; Ethnic Groups; Hearings; Hispanic Americans; *Infant Mortality; Insurance; Malpractice; *Obstetrics; *Poverty; *Pregnancy; State Programs; Urban Areas

IDENTIFIERS- Access to Health Care; *Illinois (Chicago)

Testimony concerned: (1) problems a high-risk, low-income mother had in receiving prenatal care; (2) dimensions of the infant mortality problem in Chicago, Illincis; (3) programs of the Illinois Department of Public Aid (IDPA) that address the problem; (3) the need for the IDPA to design a plan to implement SOBRA (the 1986 Sixth Omnibus Budget Reconciliation Act) and immediately begin providing medical assistance for prenatal care to all women whose family incomes fall below the federal poverty level; (5) dehumanization and other problems indigent pregnant women experience in accessing prenatal care programs; (6) fundamental causes of the inaccessibility of prenatal services to indigent women; (7) basic factors inhibiting the improvement of prenatal services; (8) the activities of the Infant Mortality Networks; (9) costs of malpractice insurance to physicians; (10) viewpoints and activities of the Chicago Urban League; (11) health issues in three predominantly Hispanic communities; (12) the influence of the level of malpractice insurance costs on service provision; and (13) the role of the churches in disseminating information about prenatal care. Materials in the record focus on viewpoints of the American Academy of Pediatrics, and a study of infant mortality bearing on the meaning of the concept "risk." A cost-effective strategy for providing medical coverage for uninsured pregnant women is included. (RH)

ED 294 754 SE 049 154

von Glasersfeld, Ernst

Cognition, Construction of Knowledge, and Teaching.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 88
NOTE- 20p.; Light and broken type may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Philosophy; *Educational Theories; *Elementary School Science; Elementary Secondary Education; Epistemology; Learning Strategies; *Learning Theories; Models; *Piagetian Theory; Science Education; *Science Instruction; *Secondary School Science
IDENTIFIERS- *Constructivism

This document submits that the existence of objective knowledge and the possibility of communicating it by means of language have traditionally been taken for granted by educators. This paper presents a brief outline of an alternative theory of knowing that takes into account the thinking organism's cognitive isolation from "reality." This orientation was proposed by Vico at the beginning of the 18th century, disregarded for 200 years, and then propounded independently by Piaget as a developmentally grounded constructivist epistemology. The paper focuses specifically on the "adaptive" aspect of communication, and the subjective perspective on social interaction. Identified are some of the consequences a shift of epistemological presuppositions might have on the practice of teaching science. (TW)

ED 294 373   EC 202 542

Meeker, Mary
The Next Challenge in Gifted Education.
PUB DATE- Sep 87
NOTE- 3p.; Speech given at the Conference of the California Association for the Gifted (February 20, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Collected Works - Serials (022)
DESCRIPTORS- *Ability Identification; *Educational Development; Elementary Secondary Education; *Gifted; History; Individualized Instruction; *Intelligence Differences; *Program Evaluation; Scientific Attitudes; Student Educational Objectives; *Teacher Education; Theory Practice Relationship
IDENTIFIERS- *California

The history of leadership by California educators in the field of gifted develop the intellectual giftedness. The document argues for the objective evaluation article asserts that gifted education in California is at the end of its adolescence and ready to have a new degree of order introduced through the adoption of scientific processes. The rules suggested for guiding a program scientifically include having: (1) a well delineated program; (2) generalizable implementation procedures; (3) measureable objectives which are to be measured and tracked; (4) means of reporting documented results and enforced recognition of this reporting by all people engaged in

the public education of the gifted; and (5) the earliest identification of differentiated intellectual abilities followed up with uniquely matched curriculum to further develop the intellectual giftedness. The document argues for the objective evaluation of the impact of gifted programs on participating students and for the open sharing of outcomes among programs. Also advocated is the assessment of every child upon school entry to identify individual abilities and the training of teachers to understand the nature of differentiated intellectual abilities so that curriculum experiences can be designed according to individual needs. Contributions in the area of differential intelligences are summarized. (VW)

ED 294 388 EC 202 559

Quintal, Janet M.
How Are We Doing? Issues and Research Related to the Integration of Students with Special Needs.
PUB DATE- Mar 86
NOTE- 15p.; In: The Proceedings of the Canadian Symposium on Special Education Issues (Toronto, Canada, March 4-5, 1986); see EC 202 558.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; *Disabilities; *Educational Practices; *Educational Research; Elementary Secondary Education; Interaction; *Mainstreaming; Peer Relationship; *Program Effectiveness; Self Concept; Social Attitudes; Student Placement; Teacher Attitudes; Teacher Qualifications

This paper, reviews the history of mainstreaming and the mixed results of its research base. Research findings on specific variables are outlined for consideration when integrating students with special needs. The variables discussed include: (1) academic achievement, which focuses on early identification of learning needs, and preparation for the transition from school to work and adult life; (2) social acceptance and interaction, which emphasizes the importance of peer relationships and the discouraging research findings on disabled/non-disabled interactions; (3) self-concept, which considers the effect of special class placement on self-concept; and (4) teacher attitudes and knowledge, which notes teachers' responses to mainstreaming and to the learning and social needs of individual students. It is concluded that successful integration benefits both exceptional and non-exceptional students,

but that successful integration is only achieved through the right combination of environmental factors; support services; attitudes of educators; teaching skills; and the personality, learning, and social skills brought to the classroom by the disabled student. (JDD)

ED 294 432 FL 017 364

Blanco, George M.; And Others
Espanol para el hispanohablante. Funcion y nocion (Spanish for the Spanish Speaker. Function and Notion).
Harlandale Independent School District, San Antonio, Tex.; Texas Education Agency, Austin.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 87
NOTE- 122p.
LANGUAGE- Spanish
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Behavioral Objectives; *Curriculum Development; Curriculum Guides; Educational Strategies; Instructional Materials; *Native Language Instruction; *Notional Functional Syllabi; Secondary Education; *Spanish; *Spanish Speaking

A guide to the development of Spanish-language curricula for Spanish-speaking secondary students is intended to help teachers and administrators design programs building on students' existing language strengths. The recommended instructional approach is functional-notional, and local districts are encouraged to use it to adapt their textbooks and revise their programs to meet current student needs. The issue of providing specialized Spanish instruction within Spanish second language classes is also discussed. The first portion of the guide, intended for administrators, addresses administrative issues and is written in English. The remainder, designed for the classroom teacher, is written in Spanish. It addresses aspects of instruction, including theoretical bases, the application of theory, specific instructional objectives for each of three levels, program selection and placement, instructional methods and activities for each level, and adaptation of instructional materials. Appended materials include a list of linguistic functions and notions, an article on dialogue journals, a functional trisection of oral activity levels, and bibliographies of reference and instructional materials. (MSE)

ED 294 448 FL 017 383

Thayer, Yvonne V.
Getting Started with French or Spanish in the Elementary School: Curriculum for Spanish, Grades 4-7, FLES Approach.
PUB DATE- 88
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Content; Course Descriptions; Cultural Education; *Curriculum Design; Elementary Education; *FLES; Grade 4; Grade 5; Grade 6; Grade 7; Listening Comprehension; Reading Instruction; Second Language Instruction; *Spanish; Speech Skills; Vocabulary Development
IDENTIFIERS- *Radford City Schools VA

An outline of the Spanish curriculum used in grades 4-7 in the Radford, Virginia schools is presented. It consists of outlines of the course content for each year of the four-year program. The content is divided into two categories: listening comprehension, geared to a specific textbook, and the grouped skills of speaking, reading, writing, vocabulary, and culture. Special features of each year's program are noted. A brief introductory section describes the program's origins and instructional approach. (MSE)

ED 294 464 FL 017 402

Sears, David O.; Huddy, Leonie
Bilingual Education: Symbolic Meaning and Support among Non-Hispanics.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 87
NOTE- 95p.; Paper presented at the Annual Meetings of the American Psychological Association (95th, New York, NY, September 1, 1987) and the American Political Science Association (Chicago, IL, September 4, 1987).
CONTRACT- 00-CA-80-0001
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; English (Second Language); Federal Aid; Hispanic Americans; *Political Attitudes; Program Design; *Public Opinion; Racial Attitudes; Second Language Instruction; *Symbolism
IDENTIFIERS- *Cultural Maintenance

A study of non-Hispanic attitudes about bilingual education had two goals: (1) to apply symbolic politics theory to bilingual education and (2) to test the theory's assumption that the symbolic meaning of an attitude object determines which symbolic predisposition it evokes. A national sample of 1,170 non-Hispanics were surveyed via telephone interview about two versions of bilingual education: cultural maintenance and English-as-a-second-language (ESL). There were five main findings: (1) symbolic meaning influenced support for bilingual education, with cultural maintenance drawing the least support; (2) personal experience and self-interest (potential impact on one's children, personal experience with bilingualism, and living in substantially Hispanic areas) had little effect on support; (3) symbolic predispositions had substantial effects on supoort, particularly symbolic racism, as did attitudes about foreign language instruction and government spending in general; (4) symbolic meaning and symbolic predispositions interacted, with the cultural maintenance version of bilingual education most likely to evoke symbolic racism; and (5) living in an area with numerous Hispanics increased the tendency to evaluate the cultural maintenance plan in terms of symbolic racism. Since the last had little to do with parental variable, it is interpreted as more a case of symbolic group threat than of realistic personal threat or self-interest. (MSE)

HE

ED 294 478 HE 021 406

Matross, Ronald
Designing an Information Center: An Analysis of Markets and Delivery Systems.
Association for Institutional Research.
PUB DATE- 87
NOTE- 9p.; For an earlier version of this paper, see ED 280 421.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Computer Software; Databases; *Delivery Systems; Higher Education; *Information Centers; *Information Needs; Information Retrieval; *Information Services; Information Systems; *Institutional Research
IDENTIFIERS- *Decision Support Systems

In order to further define the role of information centers in institutional research activities, two hypotheses are advanced: there are distinctive markets for information center activities within the university; and different services, products and delivery mechanisms are needed to serve each market. Following a discussion of the evolution of the information center concept, the following topics are covered: (1) new-style vs. old-style information centers; (2) understanding information markets: an analysis of requests to an old-style information center; (3) trends in information delivery; and (4) developing targeted reporting systems (the routine clerical market, the complex clerical market, and the decision support market). 11 references. (KM)

ED 294 507   HE 021 556

Leveraging Information Technology. Proceedings of the CAUSE National Conference (Tarpon Springs, Florida, December 1-4, 1987).
CAUSE, Boulder, Colo.
PUB DATE- 88
NOTE- 592p.; Photographs may not reproduce clearly. For papers from each of the seven conference tracks, see HE 021 557-563.
AVAILABLE FROM- CAUSE Exchange Library, 737 Twenty-Ninth Street, Boulder, CO 80303 (Individual papers available for cost of reproduction).
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Administrative Policy; *College Administration; College Planning; *Computer Managed Instruction; Computers; Computer Software; *Computer Uses in Education; Higher Education; *Information Technology; *Management Information Systems; Technological Advancement
IDENTIFIERS- *CAUSE National Conference; Decision Support Systems

Papers from the 1987 CAUSE conference on information technology in higher education are presented. They are organized according to the conference's seven concurrent tracks in the general areas of policy and planning, management, organization, and support services, as well as in the specialized areas of communications, hardware/software strategies, and applications. Current issues sessions and constituent group meetings are also summarized, along with vendor participation. The 49 papers include the keynote address, "Building a Campus Information Systems Environment" by David P. Roselle, which emphasizes commitment to the value of information technology in higher education, and the luncheon address by John G. Kemeny, "Computers Revolutionize the Classroom," which covers new developments in computing for classroom learning. Several black and white photographs illustrate the document. (LB)

ED 294 578 IR 052 361

Sulsona, Judith
Books by Mail Program: An Implementation Handbook.
Monterey County Library, Salina, CA.
PUB DATE- 87
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Software; Correctional Institutions; Library Automation; Library Catalogs; *Library Extension; *Library Services; Microcomputers; *Outreach Programs; Publicity; *Public Libraries; Rural Areas
IDENTIFIERS- *Books by Mail Program; *Monterey County Library CA

This report describes a program to expand the Books by Mail program at the Monterey (California) County Library. An introductory section provides background information on the development of the program, and the second section discusses the process of identifying target populations, which include those in geographically remote areas and the Correctional Training Facility (CTF) in Soledad. Strategies for publicizing the service are described in the third section. Three aspects of the Books by Mail service are detailed in the next section: (1) the collection, which includes popular trade and mass paperbacks as well as bestsellers leased through Baker and Taylor; (2) the catalog--a selection tool for subscribers--and its components; and (3) library procedures for service delivery. The two final sections briefly describe other activities of the Books by Mail program such as the newsletter, summer reading programs, and school visits. The appendixes, which constitute the major part of the report, contain a manual for CTF requests, and a tutorial for the Books by Mail program management system, which uses the PFS series of microcomputer software. (MES)

ED 294 593 IR 052 376

Scientific and Technical Information: Policy and Organization in the Federal Government (H.R. 2159 and H.R. 1615). Hearings before the Subcommittee on Science, Research and Technology of the Committee on Science, Space, and Technology, House of Representatives, One Hundredth Congress, First Session (July 14-15, 1987).
Congress of the U.S., Washington, DC. House Committee on Science, Space and Technology.
PUB DATE- 87
NOTE- 380p.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Federal Legislation; Hearings; *Information Dissemination; *Scientific and Technical Information
IDENTIFIERS- Congress 100th; *Information Policy; *National Technical Information Service; Privatization

These hearings discuss issues concerning the collection and dissemination of scientific and technical information available to the federal government. Prepared statements by the following individuals are included: (1) Melvin S. Day, Herner & Co.; (2) David S. Nathan, U.S. Department of Commerce; (3) Harold Shill, American Library Association; (4) Alvin Trivelpiece, American Association for the Advancement of Science; (5) John Shattuck, Harvard University; (6) Professor H. Martin Weingartner, Vanderbilt University; (7) Kenneth B. Allen, Information Industry Association; (8) James V. Seals, Jr., American Chemical Society; (9) Hon. Ralph Kennickell, U.S. Government Printing Office; (10) James Peirce, National Federation of Federal Employees; (11) Hon. John Negroponte, U.S. Department of State; (12) Dr. Joseph Clark, National Technical Information Service; (13) Dr. John Moore, National Science Foundation; and (14) Joseph Coyne, U.S. Department of Energy. The text of H.R. 2159, to establish the National Technical Information Corporation as a wholly-owned government corporation, and H.R. 1615, to establish the Government Information Agency, are appended. (MES)

ED 294 695 PS 017 383

Carlson, Helen L.; Stenmalm, Lena
A Cross-Cultural Study of Parents' Perceptions of Early Childhood Programs.
PUB DATE- 87
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Cross Cultural Studies; *Delivery Systems; *Early Childhood Education; Family Life; Foreign Countries; *Government Role; *Parent Attitudes; *Program Content
IDENTIFIERS- *Sweden

A survey was conducted in Sweden and the United States to assess parents' perceptions of early childhood programs. A stratified random sample of parents whose children were involved in early childhood programs was identified in St. Louis County, Minnesota, and Kronobergs Lan, Smaland, Sweden. In the first section of the five-part survey, parents indicated the degree to which they agreed or disagreed with statements about such topics as governmental support of children and families. Compared to Minnesotans, more parents in the Swedish sample felt that the government supports early childhood programs. Parents in the United States used early childhood programs as a support mechanism to increase their confidence in child rearing. In the remaining four sections of the survey, parents rated the importance of various types of parental involvement and of various materials, activities, and caregiver actions in their children's programs. In general, parents in Sweden valued informal contact and inner-directed creative materials and activities, while parents in the United States valued confining activities, such as rote counting, community-based experiences, and compliance with adult expectations. A 10-page discussion of family life and early childhood education in both countries precedes the survey report. (RH)

ED 294 738   SE 049 132

Shavelson, Richard; And Others
Indicator Systems for Monitoring Mathematics and Science Education.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- ISBN-0-8330-0804-8; RAND-R-3570-FSF
PUB DATE- Aug 87
NOTE- 96p.; Charts may not reproduce well.
GRANT- SPA-8470440
AVAILABLE FROM- Publications Department, The RAND Corporation, 1700 Main Street, Santa Monica, CA 90406-2138 ($7.50, 25 or more 25% discount).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Educational Change; *Educational Improvement; Educational Quality; *Elementary School Mathematics; *Elementary School Science; Elementary Secondary Education; Mathematics Education; Science Education; *Secondary School Mathematics; *Secondary School Science
IDENTIFIERS- Indicators; *National Science Foundation; *Science Education Research

The demand for more valid and useful educational indicators has grown significantly as national, state, and local agencies have moved to improve the quality of elementary and secondary education. At the national level, there is a growing need for more systematic information about student performance in mathematics and science, about the content of courses taught, and about the quality of mathematics and science teachers. At the state and local levels, increased academic standards have led to a need for more sophisticated measures of the processes and outcomes of schooling. No comprehensive indicator system is available to measure the status of mathematics and science education in the United States. This report addresses the question of the National Science Foundation's role in monitoring mathematics and science education. The report identifies several options for developing a system of education indicators, i.e., measures that report the condition of particularly significant features of mathematics and science education, and then assesses each option in terms of its usefulness, feasibility, and compatibility with other national and state efforts to monitor educational performance. (CW)

ED 294 770 SE 049 183

Fuys, David; And Others
The van Hiele Model of Thinking in Geometry among Adolescents. Journal for Research in Mathematics Education Monograph Number 3.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 88
NOTE- 195p.
GRANT- SED7920640
AVAILABLE FROM- National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091 ($7.50, 10 or more copies less 20%).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Development; Cognitive Processes; *Concept Formation; *Elementary School Mathematics; Elementary Secondary Education; *Geometric Concepts; Geometry; Logical Thinking; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Secondary School Mathematics; Textbook Content
IDENTIFIERS- Van Hiele Levels

The focus of this research was the conduct and analysis of six hours of clinical interviews with sixth and ninth grade students to investigate how they learn geometry in light of the van Hiele model. In chapter 1 an overview of the project and its four major goals is given. The theoretical model is described in chapter 2. In chapter 3 the development and detailed description of the project's research tool, Instructional Modules 1, 2, and 3 (Properties of Polygons, Angle Measurement and Angle Sum for Polygons, and Area of Polygons) are set forth. Chapter 4 follows with the project's formulation of the van Hiele model and level descriptors with sample student responses to questions or activities in the instructional modules. In chapters 5, 6, and 7, the individual performances of 32 students are analyzed and discussed and the findings are summarized. The performances of eight preservice and five inservice teachers on selected activities from the instructional modules are analyzed and reported in chapter 8. An analysis of the geometry strand in three United States mathematics textbook series, grades K-8, is set forth in chapter 9. Implications of the project's study as well as questions for further research are discussed in chapter 10. (PK)

SO

Lecons speciales Hausa (Hausa Special Lessons).
Peace Corps, Niger (Nigeria).
PUB DATE- 87
NOTE- 49p.; Best copy available.
LANGUAGE- French; Hausa
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Conversational Language Courses; *Course Content; Foreign Countries; French; *Grammar; *Hausa; Introductory Courses; Second Language Instruction; Translation; Uncommonly Taught Languages; Voluntary Agencies
IDENTIFIERS- Peace Corps

Teachers' instructional notes for a Hausa course designed for Peace Corps volunteer language and cultural training contains lesson translations, questions for classroom use in several tenses, stories, readings, and summaries, lists of idioms and verbs, pattern drills, and notes on classroom technique. The information is intended to accompany a set of instructional materials (not included). (MSE)

ED 294 520 IR 013 058

MacLeod-Engel, Nan
The Role of Television in the Daily Lives of the Elderly.
PUB DATE- Jul 86
NOTE- 41p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Broadcast Industry; Foreign Countries; *Information Needs; Interpersonal Relationship; Interviews; Loneliness; *Males; Nursing Homes; *Older Adults; Participant Observation; Popular Culture; Residential Care; *Socialization; Television Research; *Television Viewing

The purpose of this investigation was to gain an understanding of the role that television plays in the daily lives of a number of elderly male individuals who are partially confined and socially restricted in a long care facility. An inductive, qualitative study was conducted over a three-month period in western Canada in order to obtain an in-depth description of the television experience of these residents. Pertinent questions about viewing patterns, program preferences, level of involvement, and significance of television in their daily lives were asked of receptive male television viewers who were able to lend insight and depth to the presentation and expression of ideas, thoughts, and experiences of their use of television. The participants were grouped as orientation, entertainment, educational, and escapist viewers, and the motivations, genre preferences, and characteristic behaviors of these groups were compared. The study established that: (1) confined elderly watch a great deal of television; (2) social isolation exists; and (3) television may be a contributing factor to this isolation. It is suggested that educational and awareness building may help to educate viewers about the role of television in their lives. (94 references) (CGD)

ED 294 563 IR 013 228

Selvadurai, Ranjani H.
Development, Implementation and Evaluation of an Audiotape and Accompanying Visuals in Hemodynamics as a Supplementary Teaching Aid for Human Anatomy and Physiology: Curriculum and Program Planning.
PUB DATE- Mar 86
NOTE- 52p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Audiotape Recordings; *Blood Circulation; Comparative Analysis; Diagrams; Higher Education; Hypothesis Testing; *Instructional Effectiveness; *Instructional Material Evaluation; Intermode Differences; Material Development; *Science Instruction
IDENTIFIERS- Printed Materials

The purpose of this study was to develop, implement, and evaluate an audiotape and accompanying handouts on hemodynamics as a supplemental teaching aid in the Health Science Learning Center of New York City Technical College. It was hypothesized that there would be a significant difference between the mean examination grade on hemodynamics of students exposed to the teaching aid and those not exposed to the teaching aid. The control group consisted of 20 students from one section of the course who were exposed to classroom instruction only, and the experimental group was made up of 20 students from another section who were exposed to classroom instruction and the teaching aid. Findings confirmed the hypothesis and indicated the effectiveness of the teaching aid. As a result of the study it was recommended that the teaching aid be implemented permanently and that more studies be conducted to ascertain further validity of the instrument. Development of similar teaching aids on other topics of interest and seeking funding for development of additional teaching aids were also recommended. The script of the audiotape, the accompanying handouts, and statistical data from the evaluation are appended. (30 references) (Author/MES)

ED 294 622 JC 880 234

Jackson, Edward John

A Comparative Study To Determine the Effectiveness of Adjunct Faculty in the Business Division at Fayetteville Technical Institute.

PUB DATE- Jun 86
NOTE- 115p.; Ed.D. major applied research project, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- College Faculty; Faculty Evaluation; *Full Time Faculty; *Grading; *Part Time Faculty; Student Attrition; *Student Evaluation of Teacher Performance; *Teacher Effectiveness; Technical Institutes; Two Year Colleges; *Withdrawal (Education)

A study was conducted at Fayetteville Technical Institute to compare the effectiveness of full- and part-time faculty in terms of evaluations from department chairs, student evaluations, grades assigned, and class attrition. Study findings, based on evaluation results, grades, and attrition rates for 37 full-time and 47 part-time faculty employed by the Business Division, included the following: (1) students gave full-time instructors higher ratings than part-time instructors, with significant differences emerging with respect to knowledge of subject area, formal classroom presentation of material, knowledge of teaching methods, and starting classes on time; (2) on 7 of the 12 criteria used by the department chair to evaluate faculty, there were no significant differences between the ratings of full- and part-time faculty; (3) of the total chairperson ratings on all criteria, 7% of the full-time faculty and 12% of the part-time faculty were rated as not meeting job requirements; (4) on average, adjunct faculty gave slightly higher grades than full-time faculty; and (5) full-time faculty retained a higher percentage of students than part-time faculty. Evaluation forms are appended, and 57 references are listed. (EJV)

ED 294 680 PS 017 356

Students' Interactions--Developmental Framework: The Social Sphere.
Alberta Dept. of Education, Edmonton. Curriculum Branch.
REPORT NO.- ISBN-0-7732-0062-2
PUB DATE- Mar 88
NOTE- 46p.
AVAILABLE FROM- Learning Resources Distributing Centre, Alberta Education, Devonian Building, West Tower, 11160 Jasper Avenue, Edmonton, Alberta, Canada T5K 0L2.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Developmental Stages; Educational Objectives; *Elementary School Students; Elementary Secondary Education; *Emotional Development; Foreign Countries; *High School Students; *Interpersonal Relationship; *Moral Development; Peer Influence; *Social Development; Stereotypes; Stress Variables; Teacher Role; Teaching Methods
IDENTIFIERS- Alberta; *Developmental Patterns

This monograph is designed to reinforce the development of school curricula that supports student development in affective, interpersonal, and moral domains. The contents, which reflect the Alberta Education Developmental Framework, delineate students' developmental processes, and indicate the kinds of support students need in order to learn effectively at various stages of growth. The first section examines students' affective or emotional growth in terms of developmental stages from infancy through adolescence, the school as context, and student stress. The second section explores interpersonal or social growth. Particular attention is given to the interpersonal development of the infant, young child, and student, the school as context, and the influence of peers. The third section examines: (1) the moral development of young children, students, adolescents, and adults; (2) the classroom as context; and (3) stereotyping. The fourth section discusses four major means of facilitating students' affective, interpersonal, and moral growth: (1) modelling; (2) mediated learning; (3) direct and indirect didactic instruction; and (4) experiential learning. Also included are dimensions to be considered in the generating of affective objectives, Dupont's (1979) frames of reference for processing emotions, and an elaboration of social domains bearing on Selman's stages of interpersonal understanding. An 85-item bibliography is included. (RH)

ED 294 708 RC 016 601

Angelis, Janet; King, Nancy
Rural Education in the Northeast United States.
Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 33p.
CONTRACT- 400-86-0005
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Boards of Education; Comparative Analysis; *Educational Assessment; Elementary Secondary Education; *Local Issues; National Surveys; Principals; *Regional Attitudes; *Rural Education; Rural Schools; *Small Schools; Superintendents; Teacher Attitudes
IDENTIFIERS- *United States (Northeast)

Using data produced by a 1987 national survey of approximately 2,400 rural school board presidents, district superintendents, principals, and teachers, this report focuses on special concerns and strengths revealed by 351 respondents from rural, small schools in 7 Northeastern states (Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, and Vermont). The report is divided into two sections: a brief summary of national survey results and a summary of results from the Northeastern states which emphasizes rural strengths, state-by-state differences, rural concerns, and differences among respondent groups. Nationwide results revealed concurrence by all respondent groups on only three issues: improving academic performance of students from low-income families; improving students' thinking/reasoning skills; and better recognizing/rewarding outstanding teachers. The survey identified 10 additional issues of high concern to at least 33% of Northeast respondents: community/parent involvement; use of evaluation/research to plan; development of students' self-esteem; expectations for students' academic development; understanding instructional goals; quality inservice programs; alternative delivery systems for instruction; community support; fine/performing arts; academic performance of secondary students. Over 50% of Northeast respondents suggested that of the 40 issues included in the survey, little or no improvement was needed in: availability of quality instructional materials; size/stability of teaching/administrative staff; and students' attendance patterns. (NEC)

ED 294 722 SE 049 100

Yager, Robert E.
Toward a Model Science Teacher Education Program.
PUB DATE- 88
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Environment; *Cognitive Development; *College Science; Education Courses; Elementary Secondary Education; Higher Education; Learning; *Preservice Teacher Education; Science Education; Self Evaluation (Individuals); Teacher Behavior; *Teacher Education Programs; Teacher Guidance; Teacher Improvement; *Teaching Models
IDENTIFIERS- Science Education Research

This paper identifies five indicators of exemplary efforts and programs that characterize an emerging model for science teacher education reform. These include: (1) defining basic science as content preparation; (2) assessing students beyond content mastery; (3) providing multiple school experiences; (4) working in a semester-long teacher center; and (5) continuing education of cooperating teachers and newly certified teachers. Each indicator is discussed and examples and literature support are given. (CW)

ED 294 755 SE 049 157

Operation of Wastewater Treatment Plants. Volume 1. A Field Study Training Program. Third Edition. Revised.

California State Univ., Sacramento. Dept. of Civil Engineering.; California Water Pollution Control Association, Sacramento. Joint Education Committee.

SPONS. AGENCY- Environmental Protection Agency, Washington, D.C. Office of Water Programs.

PUB DATE- 88

NOTE- 538p.; Other publications in this series are also available from Mr. Kerri. Some charts and drawings may not reproduce well.

AVAILABLE FROM- Mr. Ken Kerri, California State

University-Sacramento, 6000 J Street, Sacramento, CA 95819-2654.

LANGUAGE- English

EDRS Price - MF02/PC22 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Chemical Analysis; *Course Content; *Environmental Education; *Home Study; Laboratory Procedures; *Postsecondary Education; *Training Methods; *Waste Water; Water Pollution; Water Quality; *Water Treatment

The purpose of this wastewater treatment field study training program is to: (1) develop new qualified wastewater treatment plant operators; (2) expand the abilities of existing operators, permitting better service both to employers and public; and (3) prepare operators for civil service and certification examinations (examinations administered by state/professional associations which operators take to indicate a level of professional competence). This 10-chapter volume contains information on: the treatment plant operator; why we should treat wastes; wastewater treatment facilities; racks, screens, comminutors and grit removal; sedimentation and filtration; trickling filters; rotating biological contactors; activated sludge; and disinfection and chlorination. Objectives, glossary, lessons, questions (with suggested answers), and a test are provided for each chapter. A final examination (with answers), solving water treatment plant arithmetic problems, water abbreviations, complete glossary, and subject index are provided in an appendix. Program scope/sequence and instructions to participants in home-study courses are provided in the introduction. (TW)

ED 294 403 EC 202 574

Hess, Roger; And Others

Grading-Credit-Diploma: Accommodation Practices for Students with Mild Disabilities.

Iowa State Dept. of Education, Des Moines. Bureau of Special Education.
PUB DATE- 87
NOTE- 58p.; Some charts will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Court Litigation; *Credits; *Evaluation Methods; *Grading; *Graduation Requirements; High Schools; Individualized Education Programs; Mainstreaming; *Mild Disabilities; Required Courses; Special Education; *Student Evaluation
IDENTIFIERS- *Iowa

This volume contains two papers concerning appropriate accommodations that can be made in the areas of grading and granting credits and diplomas for mildly handicapped high school students. The first paper discusses grades for students with disabilities who are mainstreamed in general education classes. It presents seven guiding principles that address procedures for approving and monitoring adjustments to regular class content, expectations, standards, or grading practices and for reporting student performance. Also enumerated are alternative methods for evaluating students (e.g., administering oral or shortened tests, increasing time allowed for assignment completion, peer tutoring) and for reporting and grading (e.g., through contracts, use of pass/fail, parent conferences). The second paper concerns granting appropriate credits and diplomas to students with handicaps who are enrolled in special education programs. It takes the position that policies and practices on graduation can be developed that are nondiscriminatory and equitable for both handicapped students and their nonhandicapped peers. Four principles are presented that tie the awarding of a diploma to credit requirements, curriculum, individualized educational programs, and transcripts. A review of relevant litigation, examples of evaluation forms and transcripts, annotated bibliographic citations, and copies of local school district policies are also included. (VW)

ED 294 416   FL 017 138

Peace Corps Botswana Language Teacher Training Workshop Report (Gaborone, Botswana, Africa, June 3-13, 1985).
Peace Corps, Gaborone (Botswana).
PUB DATE- Jun 85

NOTE- 71p.; Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Audiolingual Methods; Behavioral Objectives; Classroom Communication; Classroom Environment; Classroom Techniques; Cognitive Style; *Cross Cultural Training; Foreign Countries; Games; Grammar; Group Dynamics; *Language Teachers; Lesson Plans; Material Development; Pattern Drills (Language); Second Language Instruction; Teacher Role; *Teaching Methods; Visual Aids; Voluntary Agencies; Workshops
IDENTIFIERS- *Community Language Learning; *Peace Corps

A Peace Corps workshop for prospective language teachers is reported. The workshop's goals were to train a team of teacher candidates in effective language instruction methods, Peace Corps organization and operations, cross-cultural skills, and adult second language instruction techniques. Workshop content covered: discussion of the teacher selection criteria; expectations of the candidates; group norms; the Peace Corps training philosophy and goals; characteristics and role of a good instructor; assumptions about adult learning; the audio-lingual method and classroom techniques; community language learning; behavioral objectives; lesson plan format, development, and delivery; a grammar synopsis; roles of the cultural informant; classroom atmosphere; a learning styles inventory; cross-cultural presentation methods; a structural drill; language games; and development of visual and instructional aids. (MSE)

ED 294 449 FL 017 384

Thayer, Yvonne V.

Getting Started with French or Spanish in the Elementary School: Curriculum for French, Grades 4-7, FLES Approach.

Radford City Schools, Va.

PUB DATE- 88
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Content; Course Descriptions; Cultural Education; *Curriculum Design; Elementary Education; *FLES; *French; Grade 4; Grade 5; Grade 6; Grade 7; Listening Comprehension; Reading Instruction; Second Language Instruction; Speech Skills; Vocabulary Development; Writing Instruction
IDENTIFIERS- *Radford City Schools VA

An outline of the French curriculum used in the Radford, Virginia schools is presented. It consists of outlines of the major and supplementary materials and linguistic content used in each year of the four-year Foreign Language in the Elementary School (FLES) program. A brief introductory section describes the program's origins and instructional approach. (MSE)

ED 294 479 HE 021 408

Peterson, Marvin W., Ed.; Mets, Lisa A., Ed.
Key Resources on Higher Education Governance, Management, and Leadership. A Guide to the Literature.
REPORT NO.- ISBN-1-55542-052-4
PUB DATE- 87
NOTE- 515p.; Jossey-Bass Higher Education Series.
AVAILABLE FROM- Jossey-Bass Publishers, 433 California Street, San Francisco, CA 94104 ($37.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Collected Works - General (020)
DESCRIPTORS- Administrator Role; Administrators; Affirmative Action; Annotated Bibliographies; Change Strategies; *College Administration; College Planning; College Presidents; Court Litigation; Decision Making; Declining Enrollment; Educational Quality; Federal Government; *Governance; Governing Boards; Government School Relationship; *Higher Education; Innovation; Institutional Research; *Leadership; Personnel; Personnel Selection; Policy Formation; Program Development; Resource Allocation; State Action; Trustees
IDENTIFIERS- Decision Support Systems; Enrollment Management

Designed as a reference for both practitioners and scholars, this book describes the general development of governance, management, and leadership in higher education, and also outlines the evolution of particular issues, concepts, and literature within each of these three areas. Each bibliographic entry is numbered to provide cross-references to other chapters, and classic works are specially marked. The 21 chapters include: "Organizational Concepts Underlying Governance and Administration" (E.E. Chaffee); "State Involvement in Higher Education" (R.O. Berdahl); "Federal Influences on Postsecondary Education" (J.B. Lee); "Governance and the Judiciary" (B.A. Lee); "Institutional Governing Boards and Trustees" (R.T. Ingram and L.E. Henderson); "Administrative Structures and Decision-Making Processes" (F.A. Schmidtlein); "Institutional Planning, Strategy, and Policy Formulation" (D.M. Norris and N.L. Poulton); "Financial Management and Resource Allocation" (L.L. Leslie); "Program Planning, Development, and Evaluation" (R.J. Barak); "Human Resource Development and Personnel Administration" (R.T. Fortunato, J.A. Greenberg, and G. Waddell); "Decision Support Systems and Information Technology" (B.S. Sheehan); "Policy Analysis and Institutional Research" (C. Fincher); "Innovation, Planned Change, and Transformation Strategies" (R.C. Nordvall); "Improving Academic Quality and Effectiveness" (K.S. Cameron); "Managing Declining Enrollments and Revenues" (R.F. Zammuto); "Equity and Affirmative Action" (R.C. Richardson, Jr. and D.J. Vangsnes); "Leadership and Administrative Style" (D.D. Dill and P.K. Fullagar); "Leadership Selection, Evaluation, and Development" (C.F. Fisher); "The College and University Presidency" (J.F. Kauffman); and "Academic and Administrative Officers" (D.G. Brown, R.A. Scott, and L.C. Winner). Appended are: lists of higher education journals, periodicals, and monograph series; other related publications; and higher education associations. (LB)

ED 294 492 HE 021 431

Trends in Tuition and Other Basic Student Charges, 1963-64 through 1987-88 with Typical Student Costs, 1980-81 through 1987-88. State University of New York. Report No. 19-88.

State Univ. of New York, Albany. Office of Institutional Research and Analytical Studies.

PUB DATE- Mar 88
NOTE- 159p.
LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Housing; Commuting Students; *Fees; Graduate Students; Higher Education; In State Students; Institutional Research; On Campus Students; Out of State Students; State Surveys; *State Universities; *Student Costs; Trend Analysis; *Tuition; Undergraduate Students
IDENTIFIERS- *State University of New York

Data on tuition and other student costs for the State University of New York (SUNY) are presented, along with a brief narrative summary. Information is provided on: in-state and out-of-state tuition charges for graduate and undergraduate students 1980-1988; trends in undergraduate and graduate student tuition and other charges by program level, 1963-1988; trends in basic student charges for undergraduate students, graduate students, students living in campus residence halls, and all other students, by campus, 1980-1988; and trends in the distribution of other basic student charges (books and supplies, transportation, personal, and miscellaneous) for students living in campus residence halls, students living in noninstitutional housing in the community, and commuter students, by campus, 1980-1988. The data show moderate increases in tuition for 1987-1988 at the statutory colleges, while the tuition rates at the remaining state-operated colleges remained at the same level that they had been during the preceding 3 academic years. (SW)

ED 294 535 IR 013 080

Raboy, Marc
The Public Dimension of Broadcasting: Learning from the Canadian Experience.
PUB DATE- Jul 86
NOTE- 47p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Industry; Communications; Community Role; Cultural Influences; Foreign Countries; Government Role; History; *Mass Media; Nationalism; *Political Attitudes; Programing (Broadcast); *Public Service; Television Research
IDENTIFIERS- *Canada; *Private Sector

The political context surrounding Canadian broadcasting dramatically changed following the election of a conservative government in 1984, and Canada's current broadcasting debate is marked by national and special interest concerns. While an important social aspect of the system is its profoundly undemocratic nature, the constituent elements of a democratic public medium exist. In dealing with the democratization of communications, it is first necessary to clarify the place of communications in democratic public life, then recognize the public character of the media. The Canadian broadcasting experience has contributed its share to obscuring the emancipatory potential of broadcasting, but it also contains the seeds of its own antithesis, and the struggles around it provide many instructive elements of an alternative approach to broadcasting based on a reconstituted public dimension. This public dimension can be fully realized only if a number of critical areas are transformed. From a critical analysis of the Canadian experience and the alternative practices and proposals that have marked it, there emerge some elements of a more coherent, responsive, direct system of public broadcasting. (71 end notes) (CGD)

ED 294 549 IR 013 094

Sparks, Colin
Trade Union Users of Video.

PUB DATE- Jul 86
NOTE- 33p.; Paper presented at the International Television Studies Conference (London, England, April 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administration; Audiences; Broadcast Industry; Bureaucracy; Capitalism; Collective Bargaining; Communications; Foreign Countries; *Industry; Labor Education; *Mass Media; Political Attitudes; Technological Advancement; *Unions; *Videotape Recordings; Working Class
IDENTIFIERS- *England; Public Sector

A number of important consequences have resulted from the generally increased sensitivity of trade unions to questions of communication and representation, particularly the trade union's uses of videos. Primarily developed by union leadership as a response to general political problems they have faced in the last decade, trade union videos constitute a large and expanding area of non-broadcast video work. These trade union officials have a precise sense of their members' needs and are prepared to experiment with different formal solutions to problems of communication. However, they also have a strong interest in controlling the content of material produced at all times. The major functions of these materials are general campaigning and training and education of members, and the distribution of materials for other uses poses severe problems. Conflicts of interest within and between union leadership and video makers have led some trade unionists to look for alternative forms of communication. Many of the avenues tried are fraught with difficulties, and forms of communication which go beyond the limits set by officials may not resolve all of the problems. Video workers who wish to be independent of the restrictions placed on them by the bureaucracy need financial help as well as organizational and political space. The appended list of sources includes 25 printed works, 22 interviews, and 20 tapes. (CGD)

ED 294 608   JC 870 519

Selected Collective Bargaining Agreements of Pennsylvania Two-Year Colleges.

National Education Association, Washington, D.C.

PUB DATE- 87
NOTE- 765p.
LANGUAGE- English

EDRS Price - MF04/PC31 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Department Heads; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; Personnel Policy; Released Time; Teacher Dismissal; Teacher Retirement; Teacher Salaries; Tenure; Two Year Colleges; Unions
IDENTIFIERS- National Education Association; *NEA Contracts; *Pennsylvania

Collective bargaining agreements between the boards of trustees and faculty associations of nine selected community colleges in Pennsylvania are presented, representing contracts in effect in 1987. Contracts for the following colleges are presented: Community College of Allegheny County; Community College of Philadelphia; Delaware County Community College; Lehigh County Community College; Luzerne County Community College; Northampton County Area Community College; Reading Area Community College; Westmoreland County Community College; and Williamsport Area Community College. With some variation among the agreements in terms of coverage and detail, the following topics are dealt with: bargaining agent recognition; strikes and lockouts; faculty workload; bargaining agent rights; academic freedom; grievance procedures; reduction in force and recall; advisement; personal and professional leaves of absence; transfer; instructional technology; personnel files; evaluation procedures, teacher discipline, suspension, termination, and nonrenewal; extra-curricular involvement and committee assignments; outside employment; salary and fringe benefits; insurance; tuition reimbursement; retirement; a savings clause; and the duration, termination, and renewal of the agreement. Salary schedules are appended to many of the agreements. (EJV)

ED 294 650 PS 017 139

Levy, Vic; And Others

Child Care Update: 1987.

Community Coordinated Child Care (4-C) in Dane County, Inc., Madison, Wis.
PUB DATE- Dec 87
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administration; *Costs; *Day Care; Early Childhood Education; *Educational Needs; Family (Sociological Unit); Insurance; Organizational Development; Profiles; *Program Development
IDENTIFIERS- Rent; *Wisconsin (Dane County)

This paper provides information on child care needs, existing services, and special topics related to child care in Dane County, Wisconsin. Section I describes and compares needs and services; indicates locations of current full-day services; and offers specific recommendations for expanding child care. Section II concerns cost and affordability of child care. Section III discusses the growth of child care services, and Section IV profiles low-income, minority, and single-parent families and households. Section V discusses operational aspects of center child care in 1987 in terms of rent, insurance, coverage, limits of liability, and insurance costs. Section VI describes day care staff with regard to wages, turnover and retention, and longevity of employment. Providing two examples of child care in rural communities, Section VII discusses planned development. Concluding remarks concern the impact of registration and resource and referral on planned development. Recommendations are offered. (RH)

ED 294 665 PS 017 339

Karraker, Katherine Hildebrandt; Vogel, Dena Ann
Sex Stereotyping in Parents' Perceptions of Newborns.
PUB DATE- Apr 88
NOTE- 27p.; Paper presented at the International Conference on Infant Studies (Washington, DC, April 21-24, 1988).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Fathers; Middle Class; Mothers; *Neonates; *Parents; *Perception; *Sex Differences; *Sex Stereotypes; Whites

This study updates and extends the findings of Rubin, Provenzano, and Luria (1974), who found that parents perceived their newborn in sex stereotyped ways as early as a few hours after birth. In addition, fathers in their study showed more extreme sex stereotyping than mothers. Participants in the present study were 20 pairs of Caucasian, middle-class parents of first-born, healthy, vaginally-delivered newborns. Parents were interviewed 2 and 9 days after their infant's birth. Comparison of the Rubin et al. data and the day 2 data of this study revealed that fathers in this sample rated boys and girls much more similarly than the fathers in the previous study had. No significant differences were found in the extent to which mothers in the two studies rated boys and girls differently. Surprisingly, in the present study, mothers actually showed greater stereotyping than fathers on day 2, although this difference had declined and was no longer significant by day 9. Further analyses of the data were conducted to evaluate effects of infant sex, parent sex, and time of assessment on parents' ratings of their infants on specific adjective scales and on parents' reports of behaviors engaged in with infants. Despite the lack of objective differences between the girls and boys in the sample, some minor sex stereotyping differences were found; but in general, findings indicate that sex of newborn was not a compelling determinant of parental perceptions. (RH)

ED 294 389 EC 202 560

Wilchesky, Marc

Post-Secondary Programmes and Services for Exceptional Persons: North American Trends.

PUB DATE- Mar 86

NOTE- 14p.; In: The Proceedings of the Canadian Symposium on Special Education Issues (Toronto, Canada, March 4-5, 1986); see EC 202 558.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Access to Education; *College Attendance; College Programs; College Students; *Disabilities; Educational Trends; Enrollment Influences; *Enrollment Trends; Foreign Countries; Higher Education; *Learning Disabilities; Special Education; *Student Personnel Services

IDENTIFIERS- *Canada; Canadian Charter of Rights and Freedoms; Education Amendments 1974 (Ontario); Reasonable Accommodation (Handicapped)

This paper comments on the increasing numbers of handicapped individuals attending colleges and universities in the United States. The increase is attributed to federal legislation, pressures from self-help and advocacy groups, marketing efforts by universities suffering from declining enrollments, and increased recognition of the institutions' social mission. Learning-disabled students represent the newest and fastest growing handicapped constituency at colleges/universities. The number of handicapped students attending postsecondary institutions in Canada is likely to rise, in part due to two important pieces of legislation: Ontario Bill 82: An Act to Amend the Education Act, 1974; and Section 15 of the Canadian Charter of Rights and Freedoms as set out in The Constitution Act, 1982. Critical issues which thus need to be resolved include: architectural barriers; attitudinal problems of university personnel, especially toward students whose handicap is "invisible"; the need to fairly and accurately assess the presence of learning disabilities and the student's ability to cope with the academic demands of higher education; and the need to determine what constitutes reasonable accommodations in teaching and evaluation of learning-disabled students. (JDD)

ED 294 433 FL 017 365

Ireland, David

The Classroom as an Unnatural Setting. A Study of Oracy in Elementary French Immersion Classes in Ontario.

PUB DATE- 1 Apr 87
NOTE- 34p.; Paper presented at an International Oracy Convention (University of East Anglia, Norwich, Norfolk, England, March 30-April 3, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; *Classroom Environment; Classroom Techniques; Dialogs (Language); Elementary Education; Foreign Countries; *French; *Immersion Programs; *Oral Language; Speech Skills; Teaching Methods
IDENTIFIERS- *Ontario

A study of classroom interaction in Ontario's French immersion programs is summarized. Transcripts of classroom interactions were analyzed for teaching practices that tend to decrease or encourage student speech. Results suggest that the use of language in immersion classrooms is not significantly different from language use in regular classes. It is recommended that French immersion teachers make a conscious effort to structure their teaching so as to provide students with a full range of opportunities to practice a full range of language skills. Specific recommendations include these: teachers should (1) provide as many opportunities as possible for students to speak spontaneously; (2) wait for students to formulate their thoughts in the target language; (3) insist that students communicate meaningfully; (4) give students content worth talking about or communication tasks worth undertaking; (5) relate any formal instruction to functional lessons; (6) create situations in which students use functions other than responding; and (7) talk to the students. (MSE)

ED 294 508 HE 021 557

Leveraging Information Technology. Track I: Policy and Planning.
CAUSE, Boulder, Colo.
PUB DATE- 88
NOTE- 64p.; In: Leveraging Information Technology. Proceedings of the CAUSE National Conference (Tarpon Springs, FL, December 1-4, 1987); see HE 021 556.
AVAILABLE FROM- CAUSE Exchange Library, 737 Twenty-Ninth Street, Boulder, CO 80303 (Individual papers available for cost of reproduction).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Policy; Change Strategies; *College Administration; *College Planning; Decentralization; Higher Education; *Information Technology; Long Range Planning; Management Information Systems; Online Systems; State Universities; Two Year Colleges
IDENTIFIERS- *CAUSE National Conference; College of DuPage IL; Northern Kentucky University; Strategic Planning

Seven papers from the 1987 CAUSE conference's Track I, Policy and Planning, are presented. They include: "Is Higher Education Too Old for Technology" (Linda H. Fleit, Edwin J. Merck); "Approaches to the Replacement of Major Applications Systems," a panel summary (Richard Howard, A.L. LeDuc, E. Michael Staman, and Charles R. Thomas); "Keeping Users Friendly," a panel summary (Richard D. Howard, Mary M. Sapp, Deborah J. Teeter, and Gerald W. McLaughlin); "Integrated Telecommunications Planning--Distributed Management" (Phyllis A. Sholtys); "Hidden Impacts of On-Line Systems" (Jeffrey W. Noyes); "Developing an Institutional Plan for Computing" (Gary E. Wenger); and "Long-Range Strategic Planning in a Decentralized Administrative Information Services Environment, Phase II: Structure, Content and Implementation of the Plan" (John C. Moldovan, William M. Gleason). (LB)

ED 294 564 IR 013 230

A Guide to Evaluated Educational Software. SEED Software Annotations.
South Carolina Educational Television Network Columbia.
SPONS. AGENCY- Southeastern Educational Improvement Lab., Research Triangle Park, NC.
PUB DATE- Oct 87
NOTE- 171p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Computer Software Reviews; *Courseware; Elementary Secondary Education
IDENTIFIERS- Project SEED

Reviews of 142 education software packages are contained in this guide produced by Project SEED. Following listings of software by title, grade level, and subject area, the alphabetical list of evaluations provides information in the following areas for each program: (1) title; (2) producer; (3) copyright data; (4) grade level; (5) subject area; (6) instructional mode(s); (7) topics; (8) number of master disks, backups, and manuals; (9) other documentation; (10) backup policy; (11) preview policy; (12) availability and price of a laboratory pack; (13) availability and price of a network version; (14) series price and title; (15) licensing agreements; (16) computer used for review; (17) operating system; (18) required memory; (19) hardware supported or required; (20) content; (21) strengths; (22) weaknesses; (23) uses; and (24) recommendation. Twelve subject areas are covered: business and vocational education; computer literacy and technology; foreign languages; health; keyboarding; language arts; mathematics; multiple subjects; problem solving; science; social studies; and vocational education. Several miscellaneous programs and utility/productivity tools are also listed, and a directory of 26 software producers is included. (MES)

ED 294 579   IR 052 362

Ensign, David; And Others
Copyright Handbook for Videotapes and Microcomputer Software.
Kansas Library Network Board, Topeka.
PUB DATE- 88
NOTE- 33p.
AVAILABLE FROM- Kansas Library Network Board, State Capitol, 3rd Floor, Topeka, KS 66612-1593 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Computer Software; *Copyrights; Court Litigation; Elementary Secondary Education; Higher Education; Laws; *Legal Responsibility; *Libraries; Microcomputers; *Policy; *Videotape Recordings

Developed to help library media personnel, administrators, and educators understand and work with the copyright law as it applies to videotape and microcomputer software, this handbook provides: (1) an overview of copyright, including rights granted to copyright holders and libraries and court interpretation of the copyright law; (2) suggestions for ways that libraries can avoid copyright liability; (3) remedies if a library is sued for copyright infringement; (4) a discussion of issues related to microcomputer software copyright, including "shrink wrap" license agreements, archival copies of programs, and suggestions for avoiding liability; and (5) a discussion of issues related to videotape copyright, including performances of commercial videotapes, off-air recording by educators, and suggestions for avoiding liability. Questions about software and videotape copyright asked by Kansas librarians are answered, and suggestions for developing a library copyright policy and for writing for permission for circumstances beyond fair use are included. The International Council for Computers in Education 1987 Policy Statement on Software Copyright and Congressional guidelines for off-air taping of broadcast television programs are appended. (10 annotated references) (MES)

ED 294 594 IR 052 377

One-Year Plan for Library Services.

Caroline County Public Library, Denton, MD.

PUB DATE- Apr 86
NOTE- 27p.; For related document, see IR 052 378.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Library Extension; *Library Planning; *Library Services; *Outreach Programs; Public Libraries; *User Needs (Information)
IDENTIFIERS- Caroline County Public Library MD

This action plan for the Caroline County (MD) Public Library describes the key elements of library service for the 1985-86 fiscal year, derived from the library's long range plan for 1985-90. Objectives, strategies, activities, and timetables for accomplishing the following goals are outlined: (1) citizens of the county will increasingly meet their high prioritized information needs--health, income/standard of living, government-related, and job-related information--through library services; (2) citizens will increasingly find the print and non-print materials and information--specific titles, subject searches, browsing materials, and non-directional information questions--which they seek at the library, within a satisfactory time frame, and in a format and level appropriate to their needs; (3) the high prioritized leisure time interests--reading, travel, entertaining at home, and gardening--of citizens will be increasingly met through library services which educate, enrich, entertain, and/or inform; and (4) citizens will acquire skills--reading readiness, use of community resources, literacy, and computer literacy--through library services to help them in everyday living. (MES)

ED 294 636 JC 880 249

Spence, Charles C.; And Others
Enrollment Management: A Key to Student Success.
PUB DATE- Apr 88
NOTE- 38p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (68th, Las Vegas, NV, April 24-27, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Admission; College Planning; Community Colleges; Enrollment; Enrollment Rate; Enrollment Trends; Institutional Characteristics; Management Systems; Program Descriptions; *School Holding Power; Staff Development; *Student Recruitment; Two Year Colleges
IDENTIFIERS- *Florida Junior College at Jacksonville

This four-part presentation examines the theory and practice of enrollment management at Florida Community College at Jacksonville (FCCJ). First, Charles C. Spence offers a brief description of FCCJ and reviews some of the problems facing the college when he assumed the presidency in 1985, including a significant enrollment decline and serious morale problems among employees. Next, Charles R. Dassance defines enrollment management as the planning, coordination, and integration of traditionally independent collegiate activities associated with recruiting, enrolling, and retaining students. He then explains how the concept was implemented within the Department of Student Affairs at FCCJ through academic planning, career planning, student development programming, retention planning, community and co-curricular activities, and enrollment services. Charlotte Minter then examines the steps in the creation of the Division of Enrollment Services, which was established to provide personalized services to students; increase the use of technology in order to release staff from tedious tasks and allow them more time to work with students; combine recruitment, admissions, and student aid functions; and develop methods to increase staff knowledge of programs and services. She also highlights the major accomplishments of the Division. Finally, Dr. Spence provides a summary of enrollment management issues yet to be resolved. (EJV)

Roskos, K.
A Taxonomy of Pretend Play Activity with Some Implications for Literacy Development.
PUB DATE- 88
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classification; Classroom Observation Techniques; *Literacy Education; Longitudinal Studies; Mothers; *Preschool Children; Preschool Education; *Pretend Play; Research Problems
IDENTIFIERS- Cognitive Anthropology; Domain Analysis

A 6-month, qualitative study of the nature of literate behavior in the pretend play episodes of eight preschool children resulted in a taxonomy of their pretend play activity. Data were gathered in a setting where teachers implemented a cognitively oriented curriculum that encouraged language development and problem solving through play. Typically, 20 to 30 minutes of the 2-hour daily sessions were allotted to free play activity. In addition to children, the primary caregivers of the children served as informants. Spradley's (1979) domain analysis was used to sort and categorize interview and observational data. Five kinds of pretend play activity emerged as characteristic of the large domain of pretend play for these players. From simple to complex, these activities included: (1) play with real objects, play like someone or something, and making up people, places, and things; (2) pretend play schemes characterized by presence of a topic; and (3) pretend play episodes characterized by presence of a problem. The construction of the taxonomy is described and cross-referenced with other research on pretend play. Relationships between the kinds of pretend play activity are suggested. Implications of the story-like qualities of the more complex kinds of pretend play activity for literacy development are briefly discussed. (RH)

ED 294 723 SE 049 101

Penick, John E.
Building a Research-Based Model Science Teacher Education Program.
PUB DATE- 88
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Environment; *Cognitive Development; *College
Science; Education Courses; Elementary Secondary Education; Higher
Education; Learning; *Preservice Teacher Education; Science
Education; Self Evaluation (Individuals); Teacher Behavior;
*Teacher Education Programs; Teacher Guidance; Teacher Improvement;
*Teaching Models
IDENTIFIERS- Science Education Research

This paper discusses five specific features of an emerging teacher education model. They include: (1) developing a rationale for teaching science; (2) providing sufficient time for personal change; (3) developing self-analysis skills concerning teaching and learning behaviors; (4) analyzing classroom climate; and (5) modeling teaching behaviors expected in the new science teachers. Each feature is elaborated in detail. (CW)

ED 294 374 EC 202 543

Meeker, Mary
Brain Research: The Necessity for Separating Sites, Actions and Functions.
SOI Systems, Vida, OR.

PUB DATE- Apr 85
NOTE- 9p.; Excerpts from a paper presented at the "Neurobiology Conference of Extraordinary Giftedness" (New York, NY, April 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability Identification; *Cognitive Tests; *Educational Research; Elementary Secondary Education; *Gifted; *Intelligence Differences; Intelligence Quotient; *Neurological Organization; Talent Identification; *Theory Practice Relationship
IDENTIFIERS- Guilford (J P); *Structure of Intellect

Educators, as applied scientists, must work in partnership with investigative scientists who are researching brain functions in order to reach a better understanding of gifted students and students who are intelligent but do not learn. Improper understanding of brain functions can cause gross errors in educational placement. Until recently, the popularity of IQ scores has curtailed the understanding of the measurement of demonstrated functions in human intelligence. Tests based on the Structure of Intellect (SOI), first published in 1975, evaluate 26 abilities that are highly predictable of success in school. They are based on the theories of J. P. Guilford who differentiated 96 kinds of intelligence that could be identified factorially. The Guilford model predicted the separation of sites of brain functions clearly. The Contents dimension of the model, comprised of Figural Intelligence, Symbolic Intelligence, and Semantic-Verbal Intelligence, actually maps the functions of the right, cross-over, and left hemisphere sites. IQ scores are now used as criteria for identifying giftedness in only a few states. Giftedness is recognized as a multi-dimensional human phenomenon and with more concern for the kinds of giftedness shown by an individual as can be measured by the SOI tests. (VW)

ED 294 450 FL 017 385

Thayer, Yvonne V.
Getting Started with French or Spanish in the Elementary School: FLES Materials and the Cost in Time and Money.
Radford City Schools, Va.

PUB DATE- 88
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Costs; Elementary Education; *FLES; *Instructional Materials; *Program Development; Second Language Programs; Textbook Selection; Time
IDENTIFIERS- *Radford City Schools VA

Two articles address issues in the development of French and Spanish language programs in elementary schools: instructional materials and time and money factors. The information presented is drawn from experience in developing the Radford, Virginia FLES (Foreign Language in the Elementary School) program. The first article describes some aspects of the Radford program and lists recommended instructional materials for French and Spanish, including basic texts, Total Physical Response materials, supplements to the basic text, videotapes, computer software, games, audiotapes, filmstrips, teacher reference books, readers, flashcards, workbooks, and other helpful items. Publishing company names are included. The second article describes the Radford planning experience in scheduling and financing its program. (MSE)

ED 294 465 HE 020 629

Chronister, Jay L.
The Graying of the Professoriate. Occasional Paper No. 9.
PUB DATE- 84
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Aging in Academia; Change Strategies; *College Faculty; Economic Status; *Employment Patterns; Faculty Mobility; Higher Education; Teacher Employment; Teacher Supply and Demand; Teaching (Occupation); *Tenure

Issues concerning an aging faculty are discussed, including faculty vitality and quality in an era of institutional constraints and limited career opportunities, restricted mobility of faculty between institutions, and limited recruitment of young faculty.

Perspectives of the faculty and their institutions about these issues are outlined, and change strategies are proposed. The historical context since the 1950s that contributed to these conditions is traced. Because a large proportion of U.S. faculty members is young, replacement needs for faculty will be low. The majority of faculty in four-year institutions are tenured so that there is a long-term cost commitment and reduced staffing flexibility. Economic conditions have placed college faculties in an increasingly distressed economic status. The preparation and interest of college faculty is highly specialized by subdiscipline and field of inquiry. Issues posed by these conditions for the professoriate and for their institutions are detailed, and responses to the issues are proposed. Most of the strategies are designed to: (1) increase the rate of turnover in positions held by tenured faculty with emphasis on the more senior persons, and (2) control the tenure process. (SW)

ED 294 521 IR 013 059

Chaozeng, Ma

Television and Its Social Effects in China.

PUB DATE- Jul 86
NOTE- 14p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Athletics; *Audiences; *Broadcast Industry; Educational Television; Foreign Countries; News Media; *Programing (Broadcast); *Public Service; *Social Influences; Technological Advancement; Telecommunications; Television Research
IDENTIFIERS- *China

Changes and development in Chinese television (CCTV) over the past 28 years have had profound effects on Chinese society. National News, which has the biggest television audience, has enabled the populace to know what is happening in China. Educational programming is given high priority through special telecourses presented for society in general, and through Television University and Television Secondary Schools, which act as supplementary institutions of regular education. Children's programs have constituted a considerable percentage of CCTV's overall programming since its early years. Targeted at preschool and school age children, these programs are varied in subject and lively and interesting in style and form. Sports programs are attracting ever-increasing numbers of viewers and providing impetus to the development of popular sports. A wide range of service programs help people with problems of daily living, while entertainment brings the performing arts to the viewing audience. Television influences viewers both directly and indirectly in the formation of standards of values and moral and cultural development. However, there is still room to improve the range of programs and transmission times to provide viewers with a truly public service. (CGD)

ED 294 623 JC 880 235

Ellison, Nolen M.; And Others
Access, Excellence and Student Retention: A Leadership Commitment.
Cuyahoga Community Coll., Cleveland, Ohio.

PUB DATE- 87
NOTE- 35p.; Reprinted from "Higher Education: Significant and Contemporary Concerns," INFO-TEC, Inc., Cleveland, Ohio, 1987.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; Access to Education; Attendance Patterns; Community Colleges; *Dropout Prevention; Dropout Research; *Dropouts; Enrollment Influences; *School Holding Power; Stopouts; Two Year Colleges; *Two Year College Students; *Withdrawal (Education)

An overview is provided of problems and potential solutions associated with high dropout rates at community colleges. The first sections look at the extent and nature of the dropout problem, highlighting some of the causes of student discontinance, the costs to the individual and society, and the paradox of open access and student retention in higher education. Next, problems related to defining and measuring student retention and withdrawal are discussed, highlighting needs for common definitions, student-centered information, and program-centered information. After underscoring the need for comprehensive student retention programs, the paper offers suggestions for organizing and operating such a program and enumerates essential components. Next, dropout prevention strategies are suggested, including new students' orientation, financial assistance programs, programs promoting a sense of community, and programs promoting academic excellence. Specialized activities for retaining special student groups are also recommended, including programs for at-risk students, former students, and returning students. Guidance on designing and conducting sound, useful evaluations of retention programs is presented next, followed by a case study of Cuyahoga Community College's (Ohio) Urban Demonstration Model, a coordinated effort to facilitate high school to college transitions, improve retention and achievement, and promote two- to four-year college transfer. A list of 31 references is included. (EJV)

SE

ED 294 709 SE 049 025

Sachs, Leroy, Ed.
Projects To Enrich School Mathematics. Level 2.
National Council of Teachers of Mathematics, Inc., Reston, Va.
REPORT NO.- ISBN-0-87353-260-0
PUB DATE- 88
NOTE- 93p.; For a related document, see SE 049 026.
AVAILABLE FROM- National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091 ($7.00).
LANGUAGE- English

Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Computer Assisted Instruction; Computer Uses in Education; Courseware; *Elementary School Mathematics; Geometric Concepts; Junior High Schools; Mathematical Applications; *Mathematical Enrichment; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Middle Schools; Number Concepts; Programing Languages; *Student Projects; *Student Research

This is a series of research projects that can be used for enrichment of the middle school mathematics curriculum. It is suggested that the topics are either not found in the standard curriculum or represent a more indepth study of standard topics. The areas considered are: microcomputer programs; divisibility; magic squares; pentominoes; the history of mathematics; the metric system; mathematics and home economics; stamps that depict history and mathematicians; tangrams; applications of mathematics in nursing; exploring angles; explorations in modular arithmetic; investigating programming languages; Archimedes; and ancient numeration systems. A guide following many projects furnishes essential information or hints and may also include drawings to present crucial information. The references are listed near the end of each unit. Many of the units include ideas for further investigation. The material has been put into reproducible form for student use. The teacher notes for each unit include key information and solutions when appropriate. (PK)

ED 294 739 SE 049 133

Pirkle, Sheila Farrell; Pallrand, George J.

Knowledge Representation about Projectile Motion in Junior High School Students.

PUB DATE- Apr 88
NOTE- 69p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; Computer Uses in Education; *Gravity (Physics); Junior High Schools; *Junior High School Students; *Learning Processes; Mechanics (Physics); Motion; *Physics; *Problem Solving; Science Education; Secondary Education; *Secondary School Science
IDENTIFIERS- Field Theory; Group Embedded Figures Test (Witkin); Science Education Research

Research indicates that novice problem solvers represent and organize knowledge differently from experts. The novice engaged in problem solving activities is of interest to educators because efficient instruction reduces the differences between initial intuitive knowledge representations and the true concepts to be mastered. A particular cognitive style, namely, field dependence/field independence, affects the way in which information is perceived and processed. In this study, 39 junior high school aged students, identified as field dependent or field independent, were individually questioned about their understanding of the effect of gravity on vertical, horizontal, and projectile motion. They were given the opportunity to compare or verify their responses with information presented graphically on a computer monitor. Probe questions were organized to access increasingly more abstract levels of knowledge. Student responses were qualitatively analyzed and grouped according to progress through the Pattern Matching Phase, Transformation Phase, and Post-Experimental Phase. The groups were then examined for mean score on the Group Embedded Figures Test (GEFT). It was found that success on the Transformation Phase was positively associated with high performance on the GEFT. (Author)

ED 294 771 SO 018 102

Hamke, Kerstin; Kievelitz, Uwe

Climbing the Intercultural Ladder: The Gradual Adaptation Process to a Village Culture in Indonesia. Occasional Papers in Intercultural Learning #9.

AFS International/Intercultural Programs, Inc., New York, N.Y.

PUB DATE- Feb 86

NOTE- 30p.

AVAILABLE FROM- AFS International/Intercultural Programs, Inc., 313 East 43rd Street, New York, NY 10017 ($1.50).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Asian Studies; *Cultural Differences; Cultural Exchange; *Cultural Interrelationships; *Culture Contact; Ethnic Groups; Exchange Programs; Foreign Countries; *Foreign Culture; *Intercultural Communication

IDENTIFIERS- *Indonesia

Certain signs of culture shock apparently repeat themselves universally. Typical symptoms that indicate a reaction to new environments are: (1) feelings of constant exhaustion; (2) an increased necessity for sleep; (3) reduced activity and energy levels; and (4) headaches and diarrhea. These symptoms and other personal observations are chronicled by two West German researchers who travelled and studied in Indonesia. This document contains a narrative account that recalls and highlights the joys and pain of intercultural encounters. Specifically documented experiences include the Idhul Fitri, (the last day of Ramadan) and encounters along the Trans-Sumatra Highway. (JHP)

ED 294 404 EC 202 575

Goff, Pamela L.; Hemmesch, Henrietta E.

Project KIT (Kids in Transition) Educators Resource Book: A Process of Planning for Change. Revised.

Northern Trails Area Education Agency. Clear Lake, Iowa.
PUB DATE- Sep 87
NOTE- 80p.; Prepared by the Division of Special Education. For a related document, see EC 202 576.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Cooperative Planning; Daily Living Skills; *Disabilities; Early Childhood Education; Educational Planning; Intervention; *Parent Participation; *Parent School Relationship; *Parent Teacher Cooperation; Skill Development; Special Education; Teaching Methods; *Transitional Programs

Project KIT (Kids in Transition) of the Northern Trails Area Education Agency in Iowa assists in preparing for children's transition from early childhood special education programs to elementary regular/special education programs and transition from special education home intervention services to the preschool special education classroom. This educators' guide describes the project's planning process, implemented by the parent/child and the receiving school's staff through meetings, timetables, and conferences. Detailed timetables are presented, along with a form for sending and receiving teachers to record information observed during program visitations. "Transition and the Receiving Teacher" provides tips from an experienced receiving kindergarten teacher; lists skills needed to enter kindergarten; and outlines strategies for teaching kindergarten survival skills in the areas of self-understanding, communicating, task completion, school and classroom rules and routines, and self-help. "Transition and the Parent" lists guidelines for developing effective parent-teacher communication, and includes an article reprint on improving home-school communication through sharing of daily reports and an observation form for parents to use in assessing the child's classroom situation. Appendices contain definitions of handicapping conditions and other special education terminology, as well as lists of useful books, films/videos, and toll-free telephone numbers. (JDD)

ED 294 417 FL 017 141

Labu, Francis, Ed.; Marshall, Ann C., Ed.
Iumi Lanem Pijin. A Basic Course in Solomon Islands Pidgin.
Peace Corps, Honiara (Solomon Islands).
PUB DATE- Dec 78
NOTE- 178p.; Best copy available.
LANGUAGE- English; Solomon Islands Pidgin
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiolingual Skills; Cultural Education; Daily Living Skills; Dialogs (Language); *English; Foreign Countries; Grammar; Introductory Courses; *Languages; Pattern Drills (Language); *Pidgins; Pronunciation; Second Language Instruction; Tests;

Uncommonly Taught Languages; Vocabulary; Voluntary Agencies
IDENTIFIERS- Peace Corps; *Solomon Islands

A set of instructional materials for introductory Solomon Islands Pidgin, an English-based pidgin, is designed for Peace Corps volunteer language instruction. It consists of 12 units that contain dialogues, grammar and pronunciation notes, pattern and substitution drills, lists of vocabulary and useful expressions, and exercises based on the language needs of the volunteer in the Solomon Islands. (MSE)

ED 294 493 HE 021 432

Fordyce, Hugh
Retention Data Collection: Problems, Uses, and Suggested Methodology.
United Negro College Fund, Inc., New York, N.Y.
PUB DATE- Mar 88
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Collected Works - Serials (022)
DESCRIPTORS- *Academic Persistence; Black Colleges; *College Students; *Data Collection; Higher Education; Information Needs; *Research Utilization; *Statistical Analysis

Issues concerning the collection and uses of data about college student retention are considered. Some of the documented findings about student retention in U.S. colleges is summarized, with attention to both national data and data for colleges belonging to the United Negro College Fund. Difficulties in obtaining useful retention data are identified, including imprecision in defining the retention standard being used, the tendency to mix all incoming students (new freshmen and transfer students) into a common pool, and the lack of good comparative statistics for various kinds of colleges. A simple paper and pencil system for retention data collection and analysis is suggested that would indicate such important data as: aptitude test scores, number of remedial courses or hours, grade point average, college major, and date of graduation and kind of degree obtained. Examples of uses of retention studies are cited, including: the percentage of incoming freshmen that complete their first year and each succeeding year, the percentage of incoming freshmen that graduate in 4 years or less, and the relationship between retention and scholastic potential as measured by the Scholastic Aptitude Test. (SW)

ED 294 536 IR 013 081

Rabinovitz, Lauren
Sit-Coms and Single Moms: Feminism and the Politics of TV Family Life.
PUB DATE- Jul 86

NOTE- 23p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Broadcast Industry; Characterization; Consumer Economics; Content Analysis; *Family Life; *Females; *Feminism; Interpersonal Relationship; Males; Models; *Mothers; *Political Attitudes; Programing (Broadcast); Social Influences; Stereotypes; Television Research
IDENTIFIERS- Prime Time Television; *Situation Comedies; United States

The situation comedy (sitcom) as a televisual text specifically encourages one type of decoding through its own encoding. Through the reciprocity of encoding to decoding, feminist sitcoms accord a privileged position to the dominant code, while acknowledging deviance or opposition to it through a highly demarcated female subject position. Relying upon a large intertextual discourse for feminine subject identification, the sitcom articulates to its female audience a feminist subject on the local level while it contains its subject within television hegemony of passive consumerism on the global level. Feminism is a sign of a political practice regarded as oppositional and troublesome in some conservative spheres. Feminism's widescale absorption of social, political, and psychological issues has engendered a community of fractured responses so that there is not one monolithic feminism but many feminisms. Because this model offers a framework of explanation for how polymorphic philosophies united under one rubric may be encoded in a unified discourse, it may also be viewed as a theoretical model which allows for multiple types of decoding in the consumption process. The interpretation of those sitcoms is representative of the television industry's attempt to draw upon feminist consciousness raising as a contextual framework that can be carried out through application of the model. (20 end notes) (CGD)

ED 294 609 JC 870 520

Selected Collective Bargaining Agreements of Ohio Two-Year Colleges.
National Education Association, Washington, D.C.
PUB DATE- 87
NOTE- 385p.; Some pages contain small, light type.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Department Heads; *Employment Practices;

Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; *Personnel Policy; Released Time; Teacher Dismissal; Teacher Retirement; Teacher Salaries; Tenure; Two Year Colleges; Unions
IDENTIFIERS- National Education Association; *NEA Contracts; *Ohio

Collective bargaining agreements between seven selected community colleges in Ohio and their faculty associations are presented, representing contracts in effect in 1987. Contracts for the following colleges are included: Cuyahoga Community College, Edison State Community College, Jefferson Technical College, Lakeland Community College, Northwest Technical College, Southern State Community College, and Terra Technical College. With some variation among the agreements in terms of coverage and detail, the following topics are dealt with: unit recognition; management rights and responsibilities; faculty contracts; faculty rights and responsibilities; teaching load and on-campus responsibilities; personnel files; fringe benefits; salaries; paid and unpaid leaves of absence; faculty evaluation; retirement; grievance procedures; college governance; reduction in workforce; separability; no strikes or lockouts; and the scope, effect, and term of the agreement. Selected agreements also cover such topics as professional activities outside the college, college-related travel, military leaves of absence, jury duty, nondiscrimination, and tax deferral plans. Salary schedules are included in all agreements. (MDB)

ED 294 651 PS 017 140

Maloney, Raymond

Helping Your Child Learn at School: How Parents Support Good Study Habits in the Home.

PUB DATE- Aug 87
NOTE- 15p.
AVAILABLE FROM- Minerva Press, Inc., 6653 Andersonville Road, Waterford, MI 48095 ($0.79 each plus $0.50 postage and handling. Bulk rates are also available).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Children; Guidelines; *Motivation; Objectives; *Parent Role; Positive Reinforcement; Student Role; *Study Habits; Teacher Role; *Test Anxiety
IDENTIFIERS- *Concentration; *Goal Setting

Provided are suggestions for parents who want to know how best to help their children develop study habits that will insure a good chance for school success. After a description of the importance of good study habits, the responsibilities of parents, teachers, and students for developing appropriate study settings and behaviors are set out. Subsequently discussed are: (1) concentration; (2) motivation; (3) setting of goals that are realistic, specific, have a definite deadline, and are associated with rewards; (4) use of self-talk for achievement; and (5) test anxiety. Concluding material offers parents a "quick guide" to study skills for children. Additional resources for use in helping children succeed in school are listed. (RH)

ED 294 666 PS 017 340

Cocking, Rodney R.
How and Why Do We Change Our Plans?
PUB DATE- 7 Apr 87
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; *Cognitive Processes; Criteria; *Evaluative Thinking; *Metacognition; *Planning; *Preschool Children; Preschool Education; Standards
IDENTIFIERS- Reflective Thinking; Representational Thinking

Five structured components considered to be essential features of planning behavior are posited in this report. The cognitive issues of planning are assigned to the broader domain of representational thinking. Discussion then focuses on two of the planning components that involve a shift to metacognitive skills: (1) development of standards or criteria for reflecting on plans and their achievement or approximation; and (2) evaluation of the quality of the results of planning efforts. The emphasis of metacognitive components of planning differs from the strategy development and protocol analysis approach to planning that is taught in schools. Metacognitive aspects of planning enable consideration of the quality of performance, a consideration which is absent from developmental models of early cognition. This report advances a line of argumentation which illustrates that metacognitive processes and planning are closely related behaviors, and that planning and evaluation are collateral behaviors even in very young children. Findings of research on the language of preschool children at play revealed that they freely commented on the objects they used and chose. Examples of language used revealed the emergence of evaluating processes, possession of standards, thoughtful choosing, and awareness of evaluating processes. (RH)

ED 294 681 PS 017 357

Uguroglu, Margaret; Nieminen, Gayla
Wilmette District #39 Kindergarten Study. Final Report.
Institute for Educational Research, Glen Ellyn, IL.
PUB DATE- Apr 86
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Comparative Analysis;
*Kindergarten Children; Parent Attitudes; Primary Education; Questionnaires; *Self Esteem; Teacher Attitudes
IDENTIFIERS- *Full Day Programs; *Half Day Programs; Illinois (Wilmette)

This quasi-experimental study collected a comprehensive set of data on half-day and full-day kindergarten programs in the Wilmette, Illinois School District Number 39 during the 1985-1986 school year. Programs differed mainly in length of school day and number of extra activities, and not in amount of academic learning time. Student school achievement test scores were collected at an early and a later point in the year; ratings of student self-esteem were also made at the time of pre- and post-achievement testing. Teachers in both programs were surveyed to determine how well they were getting to know their students and how well they felt they were meeting students' needs. They were asked to report on students' behavior and responsiveness during the last hour of the school day. Parents were asked to provide similar information and to describe changes they had seen in their children's behavior during the school year. Multiple regression was used to determine which of the variables studied predicted success in kindergarten, defined as academic readiness and possessing a good self-image. Findings indicated only very small differences between half-day and full-day kindergarten. Related materials, including tables, teachers' lists of advantages and disadvantages of full-day and half-day programs, and parents' comments are included with appended survey forms. (RH)

Lampert, Magdalene

Teachers' Thinking about Students' Thinking about Geometry: The Effects of New Teaching Tools. Technical Report 88-1.

Educational Technology Center, Cambridge, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 88
NOTE- 38p.
CONTRACT- 400-83-0041

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *College School Cooperation; *Computer Assisted Instruction; Computer Uses in Education; Educational Technology; *Geometry; Mathematics Education; *Mathematics Instruction; Secondary Education; *Secondary School Mathematics
IDENTIFIERS- Mathematics Education Research

This paper is an attempt to draw on the thinking of a group of secondary school geometry teachers who are participants in the Laboratory Sites Study of the Educational Technology Center (ETC) at Harvard University. The purpose of the Lab Sites Study is to understand the process of implementing technology-enhanced guided exploration in school classrooms. Teachers and researchers are working together to understand what it takes to use computer-based technology to support student exploration of mathematical and scientific ideas in ordinary classrooms. The data analyzed in this paper was collected as a substudy of the Lab Sites project, which looked at comprehensive questions of implementation in relation to materials produced at ETC for teaching science, mathematics, and programming. The substudy reported herein was concerned with teachers' points of view about using one piece of educational technology--The Geometric Supposer--to substantially change the way they teach geometry. The Supposer is designed to fundamentally change the way instruction is delivered in classrooms by enabling students to engage directly in the exploration of subject matter. What is reported here, therefore, is the teacher-users' thinking about that broader change in the way they do their work, as well as their thoughts about the technology. (TW)

ED 294 756 SE 049 160

Weber, Eldon C.
Natural Resources Education Notebook.
Iowa State Univ. of Science and Technology, Ames. Dept. of Agricultural Education.; Soil Conservation Service (DOA), Ames, IA.
PUB DATE- May 88
NOTE- 270p.; Drawings and some light print may not reproduce well. Sections V, VI, and VII will be available at a later date.
AVAILABLE FROM- Iowa Association for Vocational Instructional Materials Center, 208 Davidson Hall, Iowa State University, Ames, IA 50011 (Natural Resources Packet $15.00, VHS video tape $30.00; discount for quantity orders).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agricultural Education; *Agronomy; *Elementary School Science; Elementary Secondary Education; *Environmental Education; *Natural Resources; Science Activities; Science Education; Science Instruction; *Secondary School Science; *Soil Conservation
IDENTIFIERS- *Food Security Act 1985

This notebook was developed cooperatively by the United States Soil Conservation Service and Iowa State University to be used by teachers in providing instruction regarding certain aspects of natural resources. It includes four sections which provide: (1) an instructional plan about the conservation provisions of the 1985 Food Security Act; (2) an instructional plan that deals with planning skills associated with the 1985 Food Security Act; (3) a natural resources activities handbook; and (4) an instructional module which deals with soil erosion and soil productivity. Also provided is an evaluation form to be used by teachers in assessing the effectiveness of the notebook. (TW)

ED 294 390 EC 202 561

Dahl, Harry
The Education of Severely and Profoundly Handicapped Children and Youth: Some Issues That Currently Need To Be Resolved.
PUB DATE- 5 Mar 86
NOTE- 15p.; In: The Proceedings of the Canadian Symposium on Special Education Issues (Toronto, Canada, March 4-5, 1986); see EC 202 558.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Responsibility; *Administrator Role; Coordination; *Delivery Systems; Early Childhood Education; *Educational Planning; Educational Practices; Elementary Secondary Education; Foreign Countries; Individualized Education Programs; Inservice Teacher Education; Interdisciplinary Approach; *Mainstreaming; *Severe Disabilities; Special Education; Student Placement; Teacher Role
IDENTIFIERS- *Canada

This paper explores Canadian educational services offered to severely and profoundly handicapped children and comments on their cautious welcoming into the regular education system. School administrators must become familiar with the needs of severely handicapped students, and must become much more involved in the planning, support, and implementation of in-service or staff development activity. Student placement practices are changing as more severely and profoundly handicapped children are being placed in neighborhood schools, requiring a greater amount of an administrator's time in planning, facilitating, and coordinating the provision of services for all students. A transdisciplinary model of service delivery is suggested, which calls for teachers delivering all school-based services to students, while related service professionals assess and demonstrate to train the teacher. The individual educational program should take into account the person's total life circumstances and the values and wishes of the primary caregivers. Several issues need to be addressed to enhance the educational experience of the severely disabled student, including: transitions, case management, education and related services, teacher training, and exemplary practices. (JDD)

ED 294 509 HE 021 558

Leveraging Information Technology. Track II: Innovative Management.
CAUSE, Boulder, Colo.
PUB DATE- 88
NOTE- 73p.; In: Leveraging Information Technology. Proceedings of the CAUSE National Conference (Tarpon Springs, FL, December 1-4, 1987); see HE 021 556.
AVAILABLE FROM- CAUSE Exchange Library, 737 Twenty-Ninth Street, Boulder, CO 80303 (Individual papers available for cost of reproduction).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Budgeting; Committees; Computer Software; *Computer Uses in Education; Decentralization; Higher Education; *Information Technology; Innovation; *Management Information Systems; Microcomputers; Private Colleges; Simulation; State Universities; Systems Development; Time
IDENTIFIERS- *CAUSE National Conference; Decision Support Systems; Pennsylvania State University; Saint Louis University MO; Stanford University CA; University of Akron OH; University of British Columbia (Canada); University of Missouri; University of South Carolina

Seven papers from the 1987 CAUSE conference's Track II, Innovative Management, are presented. They include: "Is This Creative, or What!" (Kenneth C. Blythe); "Joint Application Design: Can a User Committee Design a System in Four Days?" (Diane Kent, David Smithers); "Making It Happen without Appropriation" (Robert E. Roberson); "Prototypes and Simulations as Decision Tools: Increasing the Software Implementation Success Ratio" (Elliott J. Haugen and Brian D. Nedwek); "Administrative and Strategic Computing" (Ronald L. Moore and Frank B. Thomas); "Stanford Jumps to the '90s--Distributed Programming, Promising or Premature?" (David J. Ernst); and "The Director Dons the Banker's Cap, or, Need a PC? Have I Got a Deal for You!" (Arthur Brooks). (LB)

ED 294 550 IR 013 095

Szekfu, Andras
Community Cable Television--Hungarian Perspectives.
PUB DATE- Jul 86
NOTE- 33p.; Paper presented at the International Television Studies Conference (London, England, April 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administration; *Broadcast Industry; *Cable Television; Certification; Communication Research; Foreign Countries; *Government Role; History; *Information Needs; Political Attitudes; *Programing (Broadcast); Social Science Research; Sociology; Surveys; *Technological Advancement; Telecommunications
IDENTIFIERS- *Hungary

This paper argues that, although community cable television is one of the most dynamic (although experimental) elements of the Hungarian media structure, it is well on its way toward institutionalization. It is suggested that whether community cable television is able to retain the spontaneity, innovativeness, and elasticity of its early days may have a bearing on the future of Hungarian media systems in general. It is noted that, since the official go-ahead in 1984, 17 systems have come into operation, producing about 40 hours of programs a month at a fraction of the cost and capital investment of Magyar Televizio (MTV), and often operated by unskilled and unpaid personnel. The study presented in this paper deals with the expectations and real achievements of the emerging community studios. A closer, cultural look is taken at two cable stations where field observations were carried out, and where two opinion surveys were made among cable viewers. It was found that the responses to the survey were strikingly different for the two communities. General differences in the two communities, the founding of their respective systems, their programming, and the professional ideologies of the Hungarian cablecasters are described. In addition, the future of cable television is discussed in terms of broader perspectives where realities of Hungarian politics, economics, and new technology must be faced. (7 sources) (CGD)

ED 294 580 IR 052 363

Richey, Debora J., Comp.
Country Information Available in Government Documents.
California State Univ., Fullerton.

PUB DATE- 88
NOTE- 68p.; A publication of the University Library.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Libraries; Annotated Bibliographies; *Developing Nations; *Foreign Countries; *Government Publications; Higher Education; *International Organizations; *Library Collections
IDENTIFIERS- California State University Fullerton

This annotated bibliography lists federal and international documents at the library of California State University at Fullerton which provide information on foreign countries. Documents are organized under the following subject headings: (1) general information; (2) aging; (3) agriculture/food supply and consumption; (4) children; (5) civil rights; (6) climate; (7) communications; (8) consumer policy; (9) cultural policy; (10) defense/military/disarmament; (11) demography/population; (12) economic conditions and indicators; (13) education; (14) environment; (15) fisheries; (16) foreign aid/economic assistance; (17) Foreign Broadcast Information Service reports; (18) foreign debt; (19) foreign trade/commerce; (20) forests and forestry; (21) fuel and energy; (22) government finance; (23) government officials; (24) health; (25) housing; (26) industries; (27) labor supply; (28) minerals; (29) narcotics; (30) national parks and reserves/historic sites; (31) refugees; (32) revenue/taxation; (33) science policy; (34) social indicators/social services; (35) tourist trade/travel regulations; (36) transportation; (37) women; and (38) youth. Federal and international journals, developing countries by income group, and membership of selected intergovernmental organizations are also listed. Both title and subject indexes are provided. (MES)

ED 294 595 IR 052 378

The 90 Percent Library. Mission MCMXC. Carolina County Public Library's Long Range Plan, 1985-1990.

Caroline County Public Library, Denton, MD.

PUB DATE- 85
NOTE- 61p.; For related document, see IR 052 377.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Numerical/Quantitative Data (110)
DESCRIPTORS- Demography; *Library Extension; *Library Planning; *Library Services; Library Surveys; *Long Range Planning; Outreach Programs; Public Libraries; Tables (Data); *User Needs (Information)
IDENTIFIERS- Caroline County Public Library MD

This long range plan for 1985-90 for the Caroline County (Maryland) Public Library emphasizes the areas of important information needs, availability of materials and information, leisure time interests, and developmental skills. Following an overview of why and how the plan evolved, four goals and their corresponding objectives are discussed: (1) citizens of the county will increasingly meet their high prioritized information needs through library services; (2) citizens will increasingly find the print and non-print materials and information which they seek at the library within a satisfactory time frame and in a format and level appropriate to their needs; (3) the high prioritized leisure time interests of citizens will be increasingly met through library services which educate, enrich, entertain, and/or inform; and (4) citizens will acquire skills through library services to help them in everyday living. Strategy development and evaluation are addressed, and the appendices include community information needs survey data, materials availability and user satisfaction survey data, and demographic/census data. (MES)

ED 294 637 JC 880 250

Heard, Frank B.

An Assessment of the Tennessee Statewide School-College Collaborative for Educational Excellence: The Middle College High School.

PUB DATE- Mar 88
NOTE- 32p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Preparation; *College School Cooperation; Community Colleges; *Dropout Prevention; Graduation Requirements; *High Risk Students; High Schools; *High School Students; Nontraditional Education; Potential Dropouts; Program Descriptions; Program Evaluation; State Programs
IDENTIFIERS- Middle College High School NY; *Middle College High School TN; Shelby State Community College TN

The Middle College High School (MCHS) in Tennessee is an alternative school located on the Shelby State Community College (SSCC) campus, designed to provide special counseling, college preparation, and access to SSCC facilities for potential high school dropouts who have the capacity for secondary and postsecondary success. The program, which was based on the LaGuardia Community College (LCC) Middle High School model, was intended to accommodate 100 sophomore-level students during its first year of operation, with an additional grade level to be added each subsequent year. The MCHS's curriculum was designed to ensure that students meet the new, more rigorous, fall 1989 admissions standards for Tennessee State Board of Regents (SBR) Colleges and Universities, as well as high school graduation requirements. A study was conducted to determine whether the MCHS was meeting its retention and college preparation goals after one semester. Study findings, based on first-term retention data, course enrollment information, national and state statistics on high school dropout rates, and data on LCC's Middle High School, included the following: (1) 95.5% of the 89 MCHS students completed the first semester; (2) MCHS's first-term retention rate was 10% higher than LCC's and 28.8% higher than the retention rate for sophomores for the state of Tennessee; and (3) 83% of the MCHS students were enrolled in math classes, 53% in social science classes, and 71% in foreign language classes to fulfill SBR admissions requirements. (EJV)

ED 294 697 PS 017 385

Agee, Janice Lowen
Here They Come: Ready or Not! Report of the School Readiness Task Force.
California State Dept. of Education, Sacramento.
REPORT NO.- ISBN-0-8011-0737-7
PUB DATE- 88
NOTE- 33p.
AVAILABLE FROM- Bureau of Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($2.00; includes postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cost Estimates; *Educational Needs; *Educational Planning; *Kindergarten; *Preschool Education; *Program Development; School Readiness; Statewide Planning
IDENTIFIERS- *California

Discussed are recommendations of California's 1987 School Readiness Task Force for the education of children 4 through 6 years of age. Recommendations call for: (1) provision of an appropriate, integrated, experiential curriculum; (2) reduction of class size; (3) provision of programs that meet the special needs of culturally and linguistically diverse students and of exceptional children; (4) implementation of classroom organization and teaching methods that reflect the heterogenous skills and abilities of early primary children; (5) provision of appropriate education, training, and remuneration to staff; (6) inclusion of an option for full-day programs; (7) provision of before- and after-school child care or links with child development programs; (8) drastic alteration of child assessment methods; (9) provision of funding and support; (10) the building or remodeling of facilities for the purpose of meeting the needs of early primary programs; (11) encouragement of parental involvement; and (12) implementation of a public awareness campaign that describes appropriate educational practices for children. Estimates of the fiscal impact of the recommendations are included at the end of the report. (RH)

ED 294 772 SO 018 247

Heiserman, Robert G.; And Others
Becoming a U.S. Citizen: Lessons on Naturalization.
American Newspaper Publishers Association, Washington, D.C.
PUB DATE- Apr 87
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizen Role; *Citizenship; *Citizenship Education; Citizenship Responsibility; Civics; *Immigrants; Instructional Materials; Law Related Education; Learning Activities; Learning Modules; Secondary Education; Social Studies; United States Government (Course); United States History
IDENTIFIERS- *Immigration and Naturalization Service; Naturalization Programs

This unit, through a series of learning activities, is designed to give students a sense of what it means to seek U.S. citizenship. The first activity is created to help students understand the Naturalization Examination process by role-playing the examination and through creating their own examination for citizenship. The Oath of United States Citizenship is studied through group discussions of citizenship requirements and a discussion of the commitment inherent in citizenship. The Immigration and Naturalization Service (INS) criteria for citizenship are explored by presenting students with various law-related situations and having them decide if an individual qualifies for citizenship. A follow-up activity is designed for study of the 1986 legislation that allowed illegal immigrants who have been in the United States since 1982 to become citizens. (SM)

ED 294 375 EC 202 544

Stillman, Robert; Battle, Christy
Assessing Elements of Teacher-Student Communicative Interactions.
PUB DATE- 30 Oct 87
NOTE- 12p.; Paper presented at the Annual Conference of the Association for the Severely Handicapped (14th, Chicago, IL, October 29-30, 1987). For related document, see EC 202 545.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Interaction Process Analysis; *Interpersonal Communication; *Multiple Disabilities; Nonverbal Communication; *Severe Disabilities; Student Behavior; Student Reaction; Teacher Behavior; *Teacher Student Relationship; Verbal Communication; Videotape Recordings

Interactions between teachers and multiply disabled students were videotaped, and procedures were developed to analyze the interactions, in order to assist the teachers in evaluating the relationship between their own and their student's communicative behavior. Coding categories were prepared to identify characteristics of the student's communications, the form of the teacher's communication, and the student's response to the teacher's communication. The results, summarized in matrix form, show the relationship between the form of the teacher's communication (e.g., linguistic, conventional non-linguistic, touch, manipulation, pause in contact, depictive action, non-depictive action) and the response of the student (e.g., positive or negative effect, comply, reject, participate, echo, no effect, can't tell, no response expected). The procedures yield detailed assessment information concerning the students' communicative behavior and responsiveness to the communications of others, which may be used to guide program design and implementation, to evaluate interventions, and to measure student progress. Matrices of the communication of four teacher-student pairs are provided to illustrate use of the procedures. (Author/JDD)

ED 294 418 FL 017 143

Krio Language Manual. Revised Edition.
Peace Corps, Freetown (Sierra Leone).
PUB DATE- 85
NOTE- 238p.
LANGUAGE- Krio; English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *African Languages; Audiolingual Methods; *Creoles; Cultural Traits; Daily Living Skills; Diachronic Linguistics; Dialogs (Language); Foreign Countries; Grammar; Health; Interpersonal Communication; Introductory Courses; Language Variation; Proverbs; Second Language Instruction; Songs; Vocabulary; Voluntary Agencies
IDENTIFIERS- Peace Corps; *Sierra Leone

Instructional materials for Krio, the creole spoken in Sierra Leone, are designed for Peace Corps volunteer language instruction and intended for the use of both students and instructors. Fifty-six units provide practice in language skills, particularly oral, geared to the daily language needs of volunteers. Lessons are designed for audio-lingual instructional methods, and consist of grammar notes, situational and pictorial dialogues, comprehension exercises, vocabulary and useful expressions, and monologues. Lesson topics include Krio and related language history, greetings and introductions, bargaining, travel, farming, family and household activity, Peace Corps administrative needs, eating and socializing, errands and daily living, dating, health, proverbs, songs, slang, short stories, and regional language variations. Grammar lessons alternate with topical lessons. (MSE)

ED 294 434   FL 017 366

Edwards, Jan; Beckman, Mary

Perception of Final Lengthening.

PUB DATE- Dec 87
NOTE- 13p.; Paper presented at the Annual Meeting of the Linguistic Society of America (San Francisco, CA, December 27-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English; Intonation; *Language Patterns; *Language Usage; *Phonemes; *Phonology; *Stress (Phonology); Syllables; Vowels

A series of phonetic production and perception experiments were designed to describe the phonological or phonetic domains of two effects in spoken English: final lengthening, generally interpreted as a mark for the edge of some linguistically-defined unit of speech production, and stress-timed shortening, generally interpreted as evidence for rhythmic forces that work toward equalizing the distance between stressed syllables. The results suggest that intonational phrase-final lengthening and a smaller durational effect, seeming word-final lengthening, are very different types of effects. The latter does not appear to be a phonologic boundary mark because of highly inconsistent production and perception, nor does final lengthening appear to be related to the edges of any prosodic constituent below the level of the intonational phrase, either phonologically or phonetically. It is suggested that the smaller effect is a result of articulatory timing relationships within the stress foot. (MSE)

ED 294 451 FL 017 386

Stitsworth, Michael H.
A Youth Exchange Model for Teaching about Natural Resources Development.
PUB DATE- 87
NOTE- 14p.; Paper presented at the Annual Third World Conference (13th, Chicago, IL, April 9-11, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Organizations; *Developing Nations; *International Educational Exchange; *Natural Resources; Program Descriptions; School Community Relationship; *Youth
IDENTIFIERS- *4 H Programs; *Dominican Republic; Purdue University IN; United States Information Agency

A 4-H exchange program in which eight youth from the Dominican Republic came to Indiana and a like number of Purdue University-sponsored 4-H members visited the Dominican Republic is described. The program, sponsored by the U.S. Information Agency, was part of a larger program to strengthen youth leadership resources in both places through a six-week thematic exchange in natural resources and conservation education. The report summarizes the participant recruitment and selection process, host family recruitment and selection, orientation and debriefing activities, thematic activities, follow-up activities, evaluation and debriefing, and program recommendations emerging from this experience. While group activities are emphasized, the report also describes some of the individual participants' activities. The recommendations address problems in the scheduling of host family selection, organization of exchange activities, communication between adult and youth participants, program timing, quality and quantity of cultural orientation, and language proficiency. (MSE)

ED 294 466 HE 021 393

Peach, Larry E.; Reddick, Thomas L.
Legal Issues Affecting Faculty and Administration in Higher Education.
PUB DATE- 6 Nov 87
NOTE- 20p.; Paper presented at the Annual Conference of the National Social Science Association (Orlando, FL, November 6, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Administration; College Faculty; *College Instruction; Compliance (Legal); Copyrights; Court Litigation; *Educational Malpractice; Freedom of Speech; Higher Education; *Legal Responsibility; Religion; School Accidents; *School Safety; *State Church Separation; Torts

Legal aspects of college teaching and administration are discussed. The faculty and college are liable by tort law for students in three ways: intentional acts or interference, strict liability, and negligence. Intentional acts include improperly installed or dangerous equipment, while strict liability cases usually occur where fault is not specifically identifiable, such as when students hurt themselves on ice when there was no adequate protection barriers and warnings. Negligence may occur when there are student injuries without proper supervision of students by faculty members.

Another type of negligence action is educational malpractice (i.e., teachers and administrators did not carry out their responsibilities to students and students did not learn what they should have). Specific concerns include proper training of graduate assistants for their responsibilities, management by faculty of health emergencies while exerting caution in administering first aid, and keeping accident reports. The use of religious materials in public classrooms is another concern, along with prayer and bible reading, free speech and expression, and the copyright law. Guidelines to avert adverse legal actions are provided. (SW)

ED 294 480 HE 021 415

Brookfield, Stephen D.
Developing Critical Thinkers: Challenging Adults To Explore Alternative Ways of Thinking and Acting.
REPORT NO.- ISBN-1-55542-055-9
PUB DATE- 87
NOTE- 293p.; Jossey-Bass Higher Education Series.
AVAILABLE FROM- Jossey-Bass Publishers, 433 California Street, San Francisco, CA 94104 ($21.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adults; Case Studies; Conflict Resolution; *Critical Thinking; Higher Education; *Individual Development; Interpersonal Competence; Problem Solving; Skill Development; Social Responsibility

A variety of methods are presented for developing skills for critical thinking, which is described as reflecting on assumptions underlying actions and considering new ways of looking at and living in the world. Critical thinking is viewed as not just an academic exercise, but a productive process enabling people to be more effective and innovative in four key areas of adult life: personal relationships, workplaces, political involvements, and responses to the media. The book contains three main parts: (1) Understanding Critical Thinking in Adult Life, which covers what it means to think critically, recognizing critical thinking and learning to think critically in adult life, and how critical thinking sustains a healthy democracy; (2) Practical Approaches for Developing Critical Thinkers, including effective strategies for facilitating critical thinking, helping others examine the assumptions underlying their thoughts and actions, and techniques for developing alternative ways of thinking; and (3) Helping Adults Learn to Think Critically in Different Arenas of Life, including using the workplace as a resource for thinking and learning, analyzing political issues and commitments, developing critical judgments about television reporting, encouraging active learning through personal relationships, and being a skilled facilitator of critical thinking. An epilogue addresses the risks and rewards of helping others learn to think critically. 400 references. (LB)

ED 294 522   IR 013 060

Lund, Sissel; Rolland, Asle
The Media Revolution in a Small State Perspective: The Case of Norway.
PUB DATE- Jul 86
NOTE- 10p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiences; *Broadcast Industry; Commercial Television; *Cultural Influences; Foreign Countries; *Mass Media; Policy Formation; *Programing (Broadcast); Technological Advancement; Telecommunications; *Television Research
IDENTIFIERS- *Norway

This paper examines a proposal for a possible second Norwegian television channel (TV 2) which has attracted interest from all parts of Norwegian society. Some major dimensions that pertain to the TV 2 issue are set forth and discussed, including: (1) whether or not a new channel should be established; (2) whether it would be a commercial or non-commercial channel; (3) whether the new channel would be independent or part of the public broadcasting corporation (NRK); (4) what the impact of foreign television would be on Norwegian society; (5) whether TV 2 should be nationally or locally based; and (6) what role should be played by the television audience. This analysis provides a conceptual framework to be used in a broader European perspective, depending on whether the experience described is genuinely Norwegian, typical for small states, or valid for Western Europe in general. (CGD)

ED 294 565 IR 013 231

Stumpf, Mark R.
An Instructional Design Model for Developing a Computer Curriculum To Increase Employee Productivity in a Pharmaceutical Company.

PUB DATE- 87
NOTE- 46p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; *Computer Literacy; Flow Charts; Formative Evaluation; Industry; *Instructional Design; *Instructional Development; Learning Modules; Lesson Plans; *Microcomputers; *Models; Postsecondary Education; Productivity; Questionnaires; Seminars; *Staff Development; Training Objectives

This report presents an instructional design model that was developed for use by the End-Users Computing department of a large pharmaceutical company in developing effective--but not lengthy--microcomputer training seminars to train office workers and executives in the proper use of computers and thus increase their productivity. The 14 steps of the instructional design model are described: (1) needs, goals, and priorities analysis; (2) resource analysis; (3) individualized delivery system design; (4) module scope, objectives, and sequence; (5) target objectives definition and analysis; (6) performance objectives definition; (7) lesson module preparation; (8) materials and media selection; (9) student performance assessment; (10) instructor preparation; (11) formative evaluation; (12) field testing and revision; (13) summative evaluation; and (14) installation and diffusion. Appendices include an instructional design model flowchart; sample lesson modules; instructor, observer, and student evaluation forms; and a course module design checklist. (11 references) (MES)

ED 294 740 SE 049 134

Imrie, Bradford W.
Technicians, Education and Equity--With the Benefit of Foresight?
PUB DATE- 87
NOTE- 37p.; Paper presented at the Conference of the Institution of Professional Engineers New Zealand (IPENZ) (Massey University, New Zealand, February 18-19, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Science; *Foreign Countries; Government School Relationship; Higher Education; *Science and Society; Science Careers; Science Education; *Science Instruction; *Technical Institutes; Technical Occupations; *Technology
IDENTIFIERS- *New Zealand

This paper considers the sources and education of an adequate supply of technicians to ensure New Zealand's technological future. It deals with such questions as the source of technicians, and what their learning experiences and outcomes should be. Included in the paper are specific sections dealing with: (1) "Authority for Advanced Vocational Awards (AAVA)"; (2) "Government and Education"; (3) "The TI System"; (4) "'The Key to Prosperity: Science and Technology'"; (5) "Industry"; (6) "Identifying Needs, Responding to Demand"; (7) "Shortages in the Foreseeable Future"; (8) "Mathematics, Science and the Learner"; (9) "Related Considerations of Curriculum"; (10) "The Foreseeable Future"; (11) "Credentialism"; and (12) "Myths and Targets." The appendix contains the "Policy Statement on Standards and Routes to Registration," from the Engineering Council (London). (TW)

ED 294 405 EC 202 576

Goff, Pamela L.; Hemmesch, Henrietta E.

Project KIT (Kids in Transition) Parent Notebook. A Process of Planning for Change. Revised.

Northern Trails Area Education Agency. Clear Lake, Iowa.
PUB DATE- Sep 87
NOTE- 83p.; Prepared by the Division of Special Education. For a related document, see EC 202 575.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Cooperative Planning; *Disabilities; Early Childhood Education; *Educational Planning; Individualized Education Programs; Intervention; Parent Participation; Parent Rights; Parent School Relationship; *Parent Teacher Conferences; *Parent Teacher Cooperation; School Readiness; Special Education; Student Evaluation; *Transitional Programs
IDENTIFIERS- Education for All Handicapped Children Act; Iowa

Project KIT (Kids in Transition) of the Northern Trails Area Education Agency in Iowa assists in preparing for children's transition from early childhood special education programs to elementary regular/special education programs and transition from special education home intervention services to the preschool special education classroom. This parents' guide describes Project KIT's planning process, implemented through four parent meetings. The first meeting reviews Public Law 94-142, parents' rights in the special education process, and effects of transition on the family, and presents a transition planning timetable. The second meeting defines specific handicapping conditions, outlines special education program options available in Iowa, and describes the individualized education program. Meeting three focuses on parental responsibilities to: communicate information about the child to teachers, assess the child's readiness for kindergarten, be aware of possible transition problems and their solutions, and observe various program options to determine the best choice for their child. The fourth meeting concentrates on developing an effective home-school partnership, with tips for working cooperatively. An article reprint on improving home-school communication through sharing of daily reports is included. An appendix lists national and Iowa organizations for parents of handicapped children. (JDD)

ED 294 494 HE 021 436

Assessment: Fad or Fact of Life? Proceedings of the North East Association for Institutional Research Annual Conference (14th, Rochester, New York, October 25-27, 1987).

North East Association for Institutional Research.

PUB DATE- Oct 87
NOTE- 294p.
AVAILABLE FROM- North East Association for Institutional Research, Attn Larry Metzger, Ithaca College, Ithaca, NY 14850 ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; College Curriculum; College Planning; College Programs; College Students; *Educational Assessment; General Education; *Higher Education; *Institutional Research; Outcomes of Education; *Program Evaluation; *Student Evaluation
IDENTIFIERS- *College Outcomes Assessment

Assessment in higher education is addressed in these proceedings of the 1987 conference of the North East Association for Institutional Research. Papers and authors include: "Assessing the Status of Assessment" (Peter T. Ewell); "Has the Middle Class Been Pressured the Most? Multivariate Analysis of Parental Contributions to Higher Education" (Yuko M. Mulugetta, Donald Saleh); "Using Telephone Surveys of Students to Gather Sensitive Data about Controversial Topics" (Quint Thurman, William Weitzer, Kathryn Franklin); "The Content Analysis of Media Coverage" (Thomas Wickenden); "Creating an Assessment Plan for a Developmental Studies Unit" (Elizabeth Taylor); "Student Retention at a Non-Residential University" (Peter Langer); "A Comprehensive Multidimensional Approach to Outcomes Research" (Angela Zawacki); "Relationships of Institutional Characteristics to High, Middle, and Low Levels of Voluntary Support" (Margaret Duronio, Bruce Loessin, Georgina Borton); "Knowledge Based Systems in Institutional Research" (Laurie Webster-Saft); "Cornell's Academic Personnel Database" (Catherine Benedict); "Collective College Reports System" (Susan Juba, Peter Toro); "System Dynamics Modeling with STELLA: Minority Recruitment and Retention in a College Setting" (Wendy Graham); "Developing a School Planning and Institutional Research Office within a Complex University" (Karen Liselis); and "Planning for Student Enrollments, Budget, and Faculty Workload: The Interface of Financial and Academic Policy in a Large College" (Jay Halfond). (SW)

ED 294 610   JC 870 521

Selected Collective Bargaining Agreements of Oregon Two-Year Colleges.

National Education Association, Washington, D.C.

PUB DATE- 87
NOTE- 554p.
LANGUAGE- English
EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Department Heads; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; Personnel Policy; Released Time; Teacher Dismissal; Teacher Retirement; Teacher Salaries; Tenure; Two Year Colleges; Unions
IDENTIFIERS- National Education Association; *NEA Contracts; *Oregon

Twelve collective bargaining agreements between selected community colleges in Oregon and their respective faculty associations are presented, representing contracts in effect in 1987. Contracts for the following colleges are provided: Blue Mountain Community College, Central Oregon Community College, Chemeketa Community College, Clackamas Community College, Clatsop Community College, Linn-Benton Community College, Mt. Hood Community College, Portland Community College, Rogue Community College, the Southwestern Oregon Community College District, and Treasure Valley Community College. With some variation among the agreements in terms of coverage and detail, the following topics are dealt with: bargaining agent recognition; association and management rights; rights and responsibilities of employees; fringe benefits; salaries; placement and advancement; the calendar year; sick leave; paid and unpaid leaves of absence; dues and payroll deductions; college governance; faculty evaluation and personnel files; grievance procedures; academic freedom; copyrights and patents; tuition waiver; reduction in force; no strikes or lockouts; and scope, effect, and term of agreement. Some agreements include articles on such subjects as political and parental leave, jury duty, nondiscrimination, assignments of summer and evening courses, early retirement, and funding. Salary schedules and procedural information are appended to many of the agreements. (MDB)

ED 294 624 JC 880 236

Wheeler, Donald A.; Wheeler, Mary Jane

Interactive Videodisc as a Component in a Multi-Method Approach to Anatomy and Physiology.

Cuyahoga Community Coll., Cleveland, Ohio.

PUB DATE- 88

NOTE- 6p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Audiovisual Instruction; *Autoinstructional Aids; Classroom Techniques; Community Colleges; Computer Assisted Instruction; *Educational Technology; Programed Instructional Materials; Science Instruction; Teaching Methods; Two Year Colleges; *Videodisks

At Cuyahoga Community College (Ohio), computer-controlled interactive videodisc technology is being used as one of several instructional methods to teach anatomy and physiology. The system has the following features: audio-visual instruction, interaction with immediate feedback, self-pacing, fill-in-the-blank quizzes for testing total recall, recognition practice using touch-screen quizzes, vocabulary-building exercises, and spelling exercises. The system operates with an IBM-XT, a 20 megabyte hard disc, a laser disc player, a touch screen monitor, and the QUEST program and other videodisc software created in-house. To use the system, the student chooses an area of study (e.g., skeletal system, muscular system, digestive system, or circulatory system), selects one of the learning modules for that area, and performs one of several lesson options (i.e., a 7- to 8-minute video tutorial module, a fill-in-the-blank quiz, a touch-screen quiz, vocabulary building exercises, or hear and spell exercises). At all times during the program, the student has the option of leaving any performance lesson and entering any other, choosing a different module, or quitting by simply pressing the escape key. (EJV)

ED 294 652 PS 017 184

Schnelker, Diane
Report of Evaluation: Enrichment Kindergarten Program 1985-86.
Des Moines Public Schools, IA. Dept. of Evaluation, Research, and Testing.
PUB DATE- 12 Dec 86
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Check Lists; Educational Objectives; *Elementary School Curriculum; *Enrichment Activities; Formative Evaluation; *Identification; *Kindergarten; *Organizational Communication; Parent Teacher Cooperation; Primary Education; Program Costs; *Program Effectiveness
IDENTIFIERS- Des Moines Public Schools IA; *Iowa (Des Moines)

Described are results of a formative evaluation of the first year's implementation of the Enrichment Kindergarten Program, a program supplemental to Des Moines, Iowa's Independent Community School District's regular kindergarten curriculum. Children's need for enrichment activities, as identified in developmental screening, was the basis for the selection of participants. Students referred to but not accepted into the program served as a comparison group. Evaluation was based on student data, classroom observations, and feedback from parents of students in the program and participating teachers. Program developers were particularly interested in validating the identification process, monitoring the consistency of program implementation, and obtaining preliminary evidence of program effects. Results are discussed in terms of budget and expenditures, identification procedures, parent-teacher and teacher-teacher communication, and program outcomes. Although the results suggested that the program had an impact on the social and emotional development of students, the impact on academic preparation was less clear. Appended are materials used for developmental assessment, sequenced performance objectives, curriculum materials, instructional objectives, and data-gathering forms and checklists. (RH)

ED 294 667 PS 017 341

Moulin, Nelly
Effect of Parent Involvement in Classroom Activities on Parents' and Children's Attitude toward School.
PUB DATE- 8 Apr 88
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; Comparative Analysis; Foreign Countries; Low Income Groups; *Parent Attitudes; *Parent Influence; *Parent Participation; *Preschool Children; Preschool Education; *Student Attitudes; Volunteers
IDENTIFIERS- *Brazil (Rio de Janeiro)

A study was conducted to determine: (1) the extent to which the Alternative Pre-School Program (APSP) affected Brazilian parents' and children's attitudes toward school; and (2) the extent to which parents encouraged children to repeat at home the skill development activities they experienced at school. The program, which provided educational assistance to low-income children, was designed and implemented by the Rio de Janeiro State Department of Education. The APSP offered low cost education, health care, and nourishment to children between 3 and 6 years of age. The program used community volunteers and unused spaces in existing schools to provide services. In the study, the two groups compared contained 36 children who had participated in the program for at least 2 years and their parents, and 36 children who either attended traditional or no preschool and their parents. Findings suggested that promoting positive attitudes on the part of parents toward school is an effective way to promote positive attitudes toward school in children. Positive attitudes in parents may be realized by involving them in classroom activities. (RH)

ED 294 682 PS 017 358

Hudson, John E.
Transracial Adoption and Placement: A Critical Review of Literature.
PUB DATE- 7 May 87
NOTE- 13p.; Paper presented at the Children's Center Conference (Ann Arbor, MI, May 7, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adopted Children; *Adoption; Blacks; Black Youth; Family Characteristics; *Individual Characteristics; Individual Needs; Literature Reviews; *Parents; *Race; *Racial Bias; Research Needs; Research Problems; Whites
IDENTIFIERS- *Transracial Adoption

This critical review of the literature on transracial adoption and placement begins with a brief discussion of policy decisions and court rulings, and then provides information on characteristics of adoptees and transracial adopters, a discussion of racial prejudice, and an interpretation of the findings. It is concluded that given the small amount of experimental data on the psychological effects of transracial adoption, the decision facing child placement agencies is subjective at best and political at worst. The relevant issue is not whether identity is abrogated by cross-racial placement, but whether identity is reason to dismiss the findings which address differences in achievement. There are thousands of black children awaiting placement whose immediate concern is finding a place to live. (RH)

ED 294 710 SE 049 026

Sachs, Leroy, Ed.
Projects To Enrich School Mathematics. Level 3.
National Council of Teachers of Mathematics, Inc., Reston, Va.
REPORT NO.- ISBN-0-87353-261-9
PUB DATE- 88
NOTE- 126p.; For a related document, see SE 049 025.
AVAILABLE FROM- National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091 ($10.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Geometric Concepts; High Schools; Mathematical Applications; *Mathematical Enrichment; Mathematics Education; *Mathematics Instruction; Number Concepts; *Secondary School Mathematics; Statistics; *Student Projects; *Student Research

This is a series of research projects that can be used for enrichment of the high school mathematics curriculum. It is suggested that the topics are either not found in the standard curriculum or represent a more indepth study of standard topics. The areas considered are: applications of the microcomputer in mathematics; the fourth dimension and beyond; finite groups; transfinite numbers; Pythagoras and his theorem; topology; geometric inversion; the mathematics of flight; paradoxes in mathematics; continued fractions; finding equations from tables of values; tessellations; transformations and matrices with applications; statistics; pi and its history; and Pascal and his triangle. A guide following many projects furnishes essential information or hints and some include drawings to present crucial information. The references are listed near the end of each unit. Many of the units include ideas for further investigation. The material has been put into reproducible form for student use. The teacher notes for each unit include key information and solutions when appropriate. (PK)

ED 294 725 SE 049 115

Soifer, Alexander
Mathematics as Problem Solving.
Center for Excellence in Mathematical Education, Colorado Springs, CO.
REPORT NO.- ISBN-0-940263-00-9
PUB DATE- 87
NOTE- 127p.; Some drawings may not reproduce well.
AVAILABLE FROM- Center for Excellence in Mathematical Education, 885 Red Mesa Dr., Colorado Springs, CO 80906 ($14.95 plus $2.00 shipping, 10% discount for 5 copies).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Algebra; College Mathematics; *Geometry; Higher Education; Mathematical Concepts; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Number Concepts; *Problem Sets; *Problem Solving; Secondary Education; *Secondary School Mathematics

This book contains about 200 problems. It is suggested that it be used by students, teachers or anyone interested in exploring mathematics. In addition to a general discussion on problem solving, there are problems concerned with number theory, algebra, geometry, and combinatorics. (PK)

ED 294 757 SE 049 161

O'Daffer, Phares G., Ed.

Problem Solving: Tips for Teachers. Selections from the "Arithmetic Teacher."

National Council of Teachers of Mathematics, Inc., Reston, Va.
REPORT NO.- ISBN-0-87353-264-3
PUB DATE- 88
NOTE- 83p.
AVAILABLE FROM- National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091 ($7.00, 10 or more copies less 20%).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Elementary School Mathematics; Elementary Secondary Education; *Learning Strategies; Mathematics Education; Mathematics Instruction; *Mathematics Skills; *Problem Solving; *Secondary School Mathematics; *Teaching Methods

Although it is difficult to predict which mathematical ideas will be most important to the citizens of the 21st century, most mathematics educators agree that problem solving will become an even more important skill. This booklet is designed to provide teachers with ideas on helping students learn to: (1) use problem solving thinking skills; (2) select and use problem solving strategies; (3) build helpful attitudes and beliefs about problem solving; (4) use related knowledge; (5) monitor and evaluate their thinking and progress while solving problems; (6) solve problems in cooperative learning situations; and (7) find correct answers to a variety of problems. The material in the booklet is organized into four sections which focus on developing problem solving strategies, extending problem solving strategies, developing problem solving skills, and implementing a problem solving program. (TW)

ED 294 435 FL 017 367

Sheils, Joe
Communication in the Modern Languages Classroom.
Council for Cultural Cooperation, Strasbourg (France).
PUB DATE- 88
NOTE- 316p.
AVAILABLE FROM- Manhattan Publishing Co., 1 Croton Point Avenue, P.O. Box 650, Croton, NY 10520 ($10.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Communication; Classroom Techniques; *Communicative Competence (Languages); English (Second Language); Interaction; Listening Skills; *Modern Languages; Reading Skills; Second Language Instruction; *Skill Development; Speech Skills; Teaching Methods; Writing Skills
IDENTIFIERS- *Communicative Approach

A wide variety of second language teaching techniques reflecting the communicative approach are presented and discussed, with examples illustrating good practice in a communicatively oriented classroom drawn from recently published teaching materials. Most illustrations are for English language instruction because of the availability of suitable material. The first chapter reviews some principles of a communicative approach and their implications for teachers, learners, and materials. Chapter 2 examines some difficulties associated with an interactive approach to language learning and offers suggestions for dealing with them. The principles underlying the development of comprehension skills are outlined in Chapter 3. Listening activities are illustrated in Chapter 4 and reading activities in Chapter 5. Ways of promoting oral work are described in Chapter 6 and a variety of writing tasks are presented in Chapter 7. Some aspects of the role of grammar in a communicative approach are outlined in Chapter 8. The bibliography contains suggestions for background reading, indicates general sources containing practical guidelines for classroom practice, and offers guidance in finding further information on specific aspects of methodology. (MSE)

ED 294 537 IR 013 082

Fox, Elizabeth; Roncagliolo, Rafael

Obstacles to Television Reform in Latin America--A New Look at the Failures.

PUB DATE- Mar 86
NOTE- 21p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Industry; *Commercial Television; Cultural Influences; Developing Nations; Foreign Countries; *Government Role; History; *Political Attitudes; Public Service; Socioeconomic Background; *Technological Advancement; Totalitarianism
IDENTIFIERS- Development Communication; *Latin America; *Reform Efforts

This paper briefly discusses television reform in five Latin American countries where media reform occurred at roughly the same time, i.e., Peru, Chile, Venezuela, Mexico, and Brazil. The development of television in Colombia, where no reform occurred, is compared with television development in the other countries. The main causes that gave rise to the reform movements are described as shifts in political power within the countries and the emergence of new social actors; the principal elements in the reforms are identified as the political will and economic interest to change television. It is shown that television reforms failed when their authors lost their political power, and also because of the lack of internal coherence of the reforms themselves, their deficient economic viability, and the national and international opposition to them. A number of questions are raised about the motives behind the reforms and the continuity and inevitability of the commercial growth of television. The paper also analyzes how the reforms were exploited for political gain or loss. In conclusion it is suggested that consideration be given to the possibility of a disinterested public service reform of television in Latin America and to the possible sources for implementing this reform. (CGD)

ED 294 551 IR 013 096

Svennevig, Michael

The Viewer Viewed.
PUB DATE- Jul 86
NOTE- 12p.; Paper presented at the International Television Studies Conference (London, England, April 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Analysis; *Behavior; *Broadcast Industry; Foreign Countries; Individual Differences; Leisure Time; Programing (Broadcast); Research Methodology; *Television Research; *Television Viewing; Videotape Recordings
IDENTIFIERS- Entertainment; *Hypothesis Formulation; *United Kingdom

Collection of detailed data on normative overall patterns of television viewer behavior has been an ongoing effort of the Broadcasters' Audience Research Board (BARB) in the United Kingdom. While their measurement system--self-completion viewing diaries in conjunction with electronic meters recording television set use--may register that an audience is "viewing" a particular program, it does not consider the attentional factors that operate during television viewing, i.e., how behavior varies under different conditions of viewing and for different genre and production styles. The Independent Broadcasting Authority (IBA) has begun a program of research that is designed to chart the "natural history" of television use in the United Kingdom. The first stage resulted in the validation of BARB's techniques of data collection. A pilot study of television viewing in the second stage was then conducted using nine selected households. This stage of the study involved the installation of special video/recording equipment to record all activity during television viewing (Household Observation and Monitoring Equipment or HOME) in order to assess the new monitoring equipment and generate testable hypotheses about viewing behavior in realistic settings. A number of hypotheses were generated, and the researchers feel that the ability of this technique to show television as it is can have a formative effect on the thinking and designs of those researchers who sustain and use existing large scale assessment methods, since presence alone is not an adequate measure. (10 references) (CGD)

ED 294 596 IR 052 379

Organizing and Managing a Library Instruction Program: Checklists. Revised Edition.

Association of Coll. and Research Libraries, Chicago, IL. Bibliographic Instruction Section.

PUB DATE- 86
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Libraries; Higher Education; Instructional Materials; *Library Administration; *Library Instruction; *Library Planning; Professional Training; Program Evaluation; Teaching Methods

These checklists developed by the Association of College and Research Libraries to provide guidelines for the organization of a bibliographic instruction program cover the following areas: (1) preliminary planning, including needs assessment and research; (2) developing goals and objectives; (3) gaining and maintaining support from within and outside the library; (4) administering the program, including staffing, budgeting, space requirements, and publicity; (5) instructional methods and materials; (6) instructor training; and (7) evaluating the program. (MES)

JC

ED 294 376 EC 202 545

Stillman, Robert; Battle, Christy
Characteristics of Teacher Communicative Expressions Directed to Students Having Multiple Disabilities.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Nov 87
NOTE- 9p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (New Orleans, LA, November 12-16, 1987). For related document, see EC 202 544.
GRANT- G008530280; G008630411
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Aural Learning; Communication Skills; *Interaction Process Analysis; *Interpersonal Communication; *Multiple Disabilities; Nonverbal Communication; *Severe Disabilities; Teacher Behavior; *Teacher Student Relationship; Verbal Communication; Videotape Recordings

One hundred interactions involving 4,231 communicative acts between classroom personnel and multiply disabled students were videotaped. The resulting data were coded and analyzed, and showed that: (1) conventional communicative forms (e.g., speech, manual signs, conventional nonverbal expressions) were selected to convey information to students 60% of the time, while non-conventional forms (e.g., manipulation, touch, pause in movement, depictive action, non-depictive actions) were selected 40% of the time; (2) students who were the most able communicators were most frequently addressed using conventional forms; (3) non-conventional forms were used most frequently to convey directives; and (4) the majority of teacher communications utilized the auditory modality. Because of the limited communicative abilities of multiply disabled students, it is suggested that teachers consider greater use of more concrete, nonverbal forms in interactions with their students. (Author/JDD)

ED 294 391 EC 202 562

Posno, T. R.
The Future Is Now: Implications for the Development of (Special) Education Leaders.
PUB DATE- Mar 86
NOTE- 14p.; In: The Proceedings of the Canadian Symposium on Special Education Issues (Toronto, Canada, March 4-5, 1986); see EC 202 558.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Agents; Decentralization; *Disabilities; *Educational Change; Educational Legislation; Educational Needs; *Educational Planning; Educational Policy; Educational Responsibility; Foreign Countries; Leaders; *Leadership Responsibility; Mainstreaming; Organizational Development; Private Education; School Based Management; School Districts; *Special Education

This paper discusses the nature of people and the prospect of change. People are identified as either creators of change, reactors to change, or those who attempt to move forward while looking backward, and the education profession exhibits a seeming increase in reactionary approaches. In the educational planning process, many issues exist that can serve as creative opportunities. First, mandatory legislation, specifically Ontario Bill 82, Act to Amend the Education Act, is being interpreted differently by parents and school board personnel concerning the provision of appropriate special education programs. This bill has proven that mere provision of law and policy is insufficient in implementing a system-wide special education plan. Second, examples of private enterprise in education should be used by public educators as pivotal posts to improve their services. Third, adaptive, flexible school systems are needed, utilizing organizational models which support but do not control school function. Many school systems are considering how to decentralize control and establish school-based management practices. Fourth, special education must become assimilated as part of the normal function of a school. (JDD)

ED 294 419 FL 017 144

Musa, Allieu V. V.; Pemagbi, Joe
Mende Language Manual. Revised Edition.
Peace Corps, Freetown (Sierra Leone).
PUB DATE- 87
NOTE- 115p.; Best copy available.
LANGUAGE- Mende; English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Audiolingual Methods; *Daily Living Skills; Dialogs (Language); Foreign Countries; *Grammar; *Interpersonal Communication; Introductory Courses; *Mende; Pattern Drills (Language); Proverbs; Second Language Instruction; Uncommonly Taught Languages; *Vocabulary; Voluntary Agencies
IDENTIFIERS- Peace Corps; Sierra Leone

A set of instructional materials for Mende is designed for Peace Corps volunteer language instruction and geared to the daily language needs of volunteers in Sierra Leone. It consists of two parts, a series of lessons on situations emphasizing vocabulary development through dialogues and drills, and a series of grammar lessons. Only the first eight dialogues contain English, and all are designed for the use of audio-lingual instructional methods. Dialogue topics include greetings and introductions, bargaining, giving and getting directions, begging, sickness, travel by truck, socializing, the tailor, dating, and proverbs. (MSE)

ED 294 452 FL 017 387

Girard, Denis; And Others
Selection and Distribution of Contents in Language Syllabuses.
Council for Cultural Cooperation, Strasbourg (France).
PUB DATE- 88
NOTE- 115p.
AVAILABLE FROM- Manhattan Publishing Company, 1 Croton Point Ave., P.O. Box 650, Croton, NY 10520 ($10.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Comparative Education; *Course Content; Course Descriptions; *Curriculum Design; English (Second Language); Experimental Programs; Foreign Countries; *Grading; Second Language Instruction; Surveys; *Textbook Content; *Threshold Level (Languages)

A study of the organization of modern language curricula in Council of Europe member countries includes a discussion of theoretical aspects and problem areas in syllabus design, an analysis of syllabuses for school use, and a statement of the principles of syllabus construction. The discussion of syllabus design problems looks at the concept of foreign language syllabuses, syllabus typologies, the contributions of the Council of Europe's syllabus design project, and difficulties in applying the model. The analysis of syllabus content and distribution is based on three document types: national syllabuses, syllabuses constructed for pilot projects, and those devised for a modern language textbook or textbook series. A chapter is devoted to each syllabus type, analyzing aspects of the objectives, content, grading, and teacher's guidelines and assessment considerations. The chapter on pilot syllabuses looks at the United Kingdom's "graded objectives" program and Spain's Catalonian and French syllabuses. The section on syllabuses devised for textbooks examines separately some European countries' textbooks and British textbooks for English as a second language. The concluding chapter looks at the relationship between the concepts of grading and distribution, terminological confusion, and constancy of purpose within European diversity, and proposes a multifaceted approach to syllabus preparation. (MSE)

ED 294 467 HE 021 395

Imrie, Bradford W.
In Search of Academic Excellence: Samples of Experience.
PUB DATE- Jul 84
NOTE- 25p.; Paper presented at the International Conference on Improving University Teaching (10th, College Park, MD, July 4-7, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; Educational Change; Educational Environment; *Educational Experience; *Faculty Development; Higher Education; Problem Solving; *Staff Development; Student College Relationship; Teacher Effectiveness; Teacher Student Relationship; *Teaching Methods

Improved teaching performance, changes in teaching methods, and changes in staff/faculty development are discussed. For each "sample of experience" emphasis is placed on student learning, assessment of student performance, and the learning experience of the individual student. Improved teaching performance requires institutional policies and their implementation in deeds rather than words. Changes in teaching methods include optimization of diagnostic testing, mastery learning, problem solving, and discussion techniques. These changes should involve the teacher and student in problem solving. Changes in faculty/staff development reflect movement toward the professionalization of departments and universities in a context that offers freedom of thought and control of quality. A critical issue is the quality of management at the institutional, departmental, and personal level. 90 references. (SM)

Meacham, Isabel; Bachmann, George
Presenting California State University Admission Requirements to Tenth Grade Students: A Pilot Project.
PUB DATE- 88
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Admission Criteria; *College Admission; *College Preparation; *College School Cooperation; Grade 10; Higher Education; High Schools; *High School Students; Minority Groups; Parent Participation; State Universities; *Student Recruitment
IDENTIFIERS- *California State University

In order to introduce information about the new California State University freshman admission requirements to high school students, an outreach program has been developed in the university's feeder high schools, particularly those with large numbers of minority students. A pilot project was conducted with tenth grade students in Alhambra High School. The project involved presenting a video about the university and a series of talks designed to motivate the students to attend college and to inform them about which high school courses they should take to qualify for admission. Six presentations were given to a total of about 400 students. A parent presentation was also given. Subsequently, 50 college-bound students were selected by the school career guidance staff and were taken on a field trip to the university campus. The project was evaluated by means of questionnaires, returned by teachers, counselors and 269 students, and through follow-up interviews. The project was considered successful, although more time for presentation and presentations in smaller segments throughout the school year to the entire student body are suggested as improvements. 9 references. (KM)

ED 294 510 HE 021 559

Leveraging Information Technology. Track III: Organizational Issues.

CAUSE, Boulder, Colo.

PUB DATE- 88
NOTE- 80p.; In: Leveraging Information Technology. Proceedings of the CAUSE National Conference (Tarpon Springs, FL, December 1-4, 1987); see HE 021 556.
AVAILABLE FROM- CAUSE Exchange Library, 737 Twenty-Ninth Street, Boulder, CO 80303 (Individual papers available for cost of reproduction).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Organization; *College Administration; Computer Uses in Education; Higher Education; *Information Technology; *Management Information Systems; Resource Allocation; State Universities
IDENTIFIERS- California Polytechnic State University; *CAUSE National Conference; Distributive Computing; Eastern Michigan University; University of Tennessee Memphis; University of Wisconsin Stevens Point

Seven papers from the 1987 CAUSE conference's Track III, Organizational Issues, are presented. They include: "Learning Resources and Technologies: A Unified Organizational Reorientation to Administering Educational Support Services" (Morrell D. Boone); "IRM: A Short-Lived Concept?" (James I. Penrod and Michael G. Dolence); "Organizing to Manage Information Resources" (Gene T. Sherron); "Administrative Distributed Computing Can Work" (Stephen Patrick); "User Support for Evolving Technologies in Higher Education" (Robert R. Blackmun, Jeff N. Hunter, and Anne S. Parker); "Establishing an Information-Intensive Health Science Center" (T. Earle Bowen, Jr. and Frank C. Clark); and "Establishing an Information Resource Management Organization at Cal Poly" (Arthur S. Gloster II). (LB)

ED 294 523 IR 013 061

Manuel, Preethi
The Representation of Blacks on British Television Drama, 1984.
PUB DATE- Jul 86
NOTE- 65p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986). Document contains light, broken print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiences; *Blacks; Broadcast Industry; *Content Analysis; Cultural Pluralism; Foreign Countries; Interviews; Mass Media; Minority Groups; *Programing (Broadcast); Racial Bias; Realism; Social Influences; *Stereotypes; Surveys; *Television Research; Tokenism
IDENTIFIERS- *United Kingdom

Since television both reflects and affects society, how blacks are portrayed in television drama is significant for program producers, the audience, and for consideration in debates on multicultural content, minority access, and integrated casting. Previous work in the field of blacks and television has been based on observational sociology, audience figures, or content analysis, and the processes of production have been largely ignored. This research combines the sociological and semiological methods of inquiry to provide a more dynamic and integrated analysis of the representations by making a critical study of the way in which blacks were portrayed in British television drama, a genre in which more conscious and deliberate decisions are made in regard to scripting, directing, casting, and production, than in news and entertainment programs. Content analyses were done on more than 600 randomly selected British programs. The appearances of blacks were analyzed in detail to define the kinds of roles portrayed, frequency of their appearances, and the recurrence of particular images. Two producers were also interviewed about black representation on drama, and an audience survey was done among black viewers in five British towns. The paper outlines the main findings of the research and makes connections with the social situation in Britain. (CGD)

ED 294 566   IR 013 232

Owen, Dorothy L.
A Primer for In-School Productions.
South Carolina Educational Television Network Columbia.
PUB DATE- 87
NOTE- 25p.; Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Educational Radio; *Educational Television; Elementary Secondary Education; *Production Techniques; *School Activities

This introductory guide for planning television and radio productions in schools covers the following topics: (1) guidelines for preparing a television script; (2) grooming for television; (3) delivering the message; (4) the production studio; (5) points on camera operation; (6) lighting the studio; (7) guidelines for making graphics; (8) suggestions for television productions dealing with administration, art, business classes, English, extra-curricular activities, foreign languages, general classroom teaching, health, home economics, mathematics, music, science, social studies, and speech and theater; (9) guidelines for preparing a radio script; (10) script delivery; (11) the radio production area; (12) recording equipment; (13) recording the production; and (14) suggestions for radio productions. A glossary of instructional television and radio terminology is included. (MES)

ED 294 581 IR 052 364

Connaway, Lynn Silipigni
An Examination and Review of the Collection Development Policies and Procedures of the Mesa College Library.
PUB DATE- 87
NOTE- 141p.; Research paper, University of Arizona.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- College Libraries; Graphs; Higher Education; *Library Acquisition; Library Circulation; *Library Collection Development; *Library Collections; Library Material Selection; *Library Standards; Measurement Techniques; *Policy; State Legislation; Tables (Data); Use Studies
IDENTIFIERS- *Mesa College CO; Selection Tools; *Supply and Demand

This report on a study of the acquisition policies and procedures of the Mesa College Library (Grand Junction, Colorado) begins by discussing the techniques used for data collection, including: (1) measurement of shelflist cards; (2) calculation of average imprint date, accession date, number of circulations, price, and year of latest circulation; (3) circulation and interlibrary loan statistics; (4) reference surveys; and (5) patron questionnaires. Supply and demand proportions are then analyzed for both 207 and 21 Library of Congress divisions, and the correlation between demand percentages is discussed. Circulations by requester type and source are also analyzed. The collection development guidelines of the Colorado Commission of Higher Education (CCHE) and the American Library Association Standards for College Libraries are compared to the library's budget and collection. The National Shelflist Count and the Higher Education General Information System quantitative assessments, as well as CCHE's use of these formulas, are explained. Bibliographic selection tools are discussed, and the library's holdings are compared to the titles listed in "Books for College Libraries." The role and mission of Mesa College and its library are reviewed and recommendations regarding CCHE standards and long and short-range goals are offered. Appendixes include data collection forms, data analysis tables and graphs, the Mesa College Library Collection Development Guidelines, the Colorado Library Law, and a sample acquisition report. (MES)

ED 294 638 JC 880 251

Martorana, S. V.; And Others
Abreast of the Lawmakers: State Level Public Policy Affecting Community College Education, Input 1984. A Report to the National Council of State Directors of Community and Junior Colleges (NCSDCJC).
Pennsylvania State Univ., University Park. Center for the Study of Higher Education.
SPONS. AGENCY- National Council of State Directors of Community-Junior Colleges.
PUB DATE- Dec 85
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; College Administration; College Programs; *Community Colleges; Court Litigation; Educational Finance; *Educational Legislation; *Educational Trends; Institutional Cooperation; National Surveys; Public Policy; School Personnel; *State Legislation; Trend Analysis; *Two Year Colleges

Since 1975, the Center for the Study of Higher Education, the Pennsylvania State University, and the National Council of State Directors of Community and Junior Colleges have cooperated in an annual study to identify and analyze pertinent state legislation affecting two-year colleges throughout the United States, to examine the issues which attract public policy action and attention, and to identify trends. An analyis of 1983 legislation, based on information provided by 31 state officials in the 50 states and 4 U.S. territories, revealed that: (1) the level of legislative activity ranged from 1 to 114 pieces of legislation, with the average being 18; (2) finances, administration, personnel, students, and academic programs were the major legislative concerns, while physical facilities and institutional growth were the focus of the least legislative activity; (3) concern for educational quality was only expressed indirectly through legislation dealing with academic programs; (4) there was a decline in student-related legislation and a shift in the emphasis of this legislation to tuition, loans and scholarships, and student mobility across state lines; (5) 12 relevant court cases, most dealing with personnel issues, were reported; and (6) 19 states indicated that a public policy existed to guide cooperation between and among publicly controlled colleges, lower schools, business and industry, and state governmental agencies. (EJV)

ED 294 698 PS 017 464

Dorfman, Cynthia, Ed.
Youth Indicators 1988: Trends in the Well-Being of American Youth.
National Center for Education Statistics (ED), Washington, D.C.
PUB DATE- Aug 88
NOTE- 142p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00347-3: $7.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Adolescents; *Disadvantaged Youth; Dropout Research; Dropouts; Educational Research; Family Characteristics; Family Income; Health Conditions; Social Science Research; Statistical Analysis; Student Attitudes; *Young Adults; *Youth; *Youth Employment; *Youth Problems

The U.S. Department of Education presents the first edition of what will be an ongoing series of collected statistical charts and graphs providing a long-term and comprehensive perspective on the well-being of youth. The longitudinal data, which begins in 1950, when possible, is presented with a minimum of interpretation. The report is organized into five major sections. The first, "Demographics and Family Composition," provides basic information about how many young people there are, and what kinds of families and households they live in. "Family Income" is the topic of the second section, which includes data on family finances, public and private economic support, and some of the costs associated with raising and educating young people. The third section is on "Education," and offers statistics concerning the number, achievement, and effort of young people moving through, and dropping out of, United States schools. "Youth Employment and Finances" is the focus of the fourth section, which gives information on employment patterns and earning and spending habits of young people. The fifth section deals with "Health, Behavior, and Attitudes" by bringing together direct measures of the welfare of youth--in particular, their health, positive and negative behavior, and attitudes about what is important in their lives. A glossary, list of sources of data, list of tables and figures, and an index are appended. Appended is a copy of the U.S. Department of Education News Release, Dated August 22, 1988, announcing this new publication, and including some reviewer comments. (SKC)

RC

ED 294 758 SE 049 162

Doctoral Scientists and Engineers: A Decade of Change. Special Report. Surveys of Science Resources Series.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

REPORT NO.- NSF-88-302

PUB DATE- Mar 88

NOTE- 119p.; Graphs, charts, and some small print may not reproduce well.

AVAILABLE FROM- National Science Foundation, Forms & Publications Unit, 1800 G Street NW, Rm. 232, Washington, DC 20550 (free while supply lasts).

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- College Science; *Doctoral Programs; *Educational Change; *Employment Projections; *Employment Statistics; Engineering Education; Females; Government Role; *Graduate Study; Higher Education; Minority Groups; *Policy Formation; Salaries; Science Education

IDENTIFIERS- National Science Foundation

Many feel that scientists and engineers play a critical role in expanding the frontiers and knowledge of science and engineering and in educating and training future generations of scientists and engineers. They may do so by providing leadership in areas of national interest including efforts to increase the international competitiveness and strengthen the defense of the United States.

The doctoral science and engineering work force has experienced major changes over the period from 1975-1985. The changes have included increases in the number employed, a relative shift to industrial employment, a relative decline in the importance of teaching and a sharp increase in the number of women with doctorates. This report analyzes the major changes that have taken place over the 1975-85 decade among doctoral scientists and engineers and provides a set of trend data pertaining to this population. Discussions include: (1) "Employment of Doctoral Scientists and Engineers"; (2) "Character of Science and Technology"; (3) "Age Profiles"; (4) "Salaries"; and (5) "Women and Minorities." Appendices include technical notes, detailed statistical tables, and a reproduction of the 1985 survey questionnaire. (CW)

ED 294 773 SO 018 336

Urofsky, Melvin I.; Urofsky, Philip E.

A Wall of Separation: Two Hundred Years of Mr. Jefferson's Idea. The Expansion of Religious Freedom in the United States.

Virginia State Dept. of Education, Richmond.
PUB DATE- 87
NOTE- 50p.; Prepared in cooperation with the Citizen's Committee to Commemorate the Virginia Statute for Religious Freedom.
AVAILABLE FROM- Virginia Department of Education, P.O. Box 6Q, Richmond, VA 23216.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Anti Semitism; Citizenship Education; Constitutional History; *Constitutional Law; *Court Doctrine; *Court Litigation; Court Role; Law Related Education; Religious Conflict; Religious Discrimination; Secondary Education; Social Studies; *State Church Separation
IDENTIFIERS- Establishment Clause; First Amendment; *Jefferson (Thomas); *Religious Freedom; Supreme Court

The definition of religious freedom from the Virginia Statute for Religious Freedom (1786) to the most recent U.S. Supreme Court decision is not clear and well-defined. The two religious clauses found in the First Amendment to the U.S. Constitution (those denying Congress the right either to establish religion or to prohibit its free exercise) applied only to the federal government for the first 100 years of U.S. history. Early court cases included Barron v. Baltimore and Permoli v. First Municipality of New Orleans. Court related issues included religious tests for public office, tax exempt status for property used for religious purposes, and enforced laws against blasphemy. Social issues involved opposition to Catholics, Jews, and atheists, and a general lack of religious tolerance. Following the Civil War, new problems arose concerning religious freedom. The U.S. Supreme Court ruled in favor of a belief/action dichotomy and established the incorporation doctrine, whereby it was determined that the rights guaranteed in the first eight amendments limited the actions of states as well as of the federal government. A number of cases testing either the "establishment" clause or the "free exercise" clause are described. Cases such as McCullum v. Board of Education and Wisconsin v. Yoder pointed out the difficulty in delineating the proper line of neutrality in the establishment clause cases, while the case of Wisconsin v. Yoder, in which Amish beliefs came into conflict with state law, represented a landmark victory for the idea of "free exercise." An appendix contains excerpts from 23 documents including: The Virginia Statute for Religious Freedom; John F. Kennedy on Church and State; and 13 Supreme Court decisions on religion clause cases. (DMS)

ED 294 625 JC 880 237

Scott, David C.
Bakersfield College Transfer Study Data.
Bakersfield Coll., Calif.
PUB DATE- 9 Nov 87
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *College Transfer Students; Community Colleges; Enrollment Trends; Grade Point Average; Higher Education; Majors (Students); Minority Groups; State Universities; Student Characteristics; Two Year Colleges

Data provided by the University of California (UC) and California State University and Colleges (CSUC) were analyzed to identify enrollment trends and assess academic performance among transfer students from Bakersfield College. Study findings included the following: (1) first-time transfers from Bakersfield College to CSUC decreased from 391 in fall 1985 to 360 in fall 1986, while transfers to UC increased from 27 to 32 during the same period; (2) statewide, 27,761 community college students transferred to the 19 CSUC campuses, the lowest number since 1968; (3) females made up 62.9% of the transfers to CSU Bakersfield, but only 30.9% of the transfers to CSU Fresno; (4) in comparison to the Bakersfield College student population as a whole, White, Asian, and Filipino students were overrepresented among transfers to CSUC, while Black and Hispanic students were underrepresented; (5) the two most popular majors for transfer students at CSUC were Business and Agriculture; (6) of the fall 1986 transfer students to CSU Bakersfield, 44.4% earned a grade point average higher than 3.0; and (7) of the 325 Bakersfield College students who transferred in fall 1986, 78.2% re-enrolled in spring 1987. The bulk of the report consists of tables looking at trends since 1972 in the characteristics, majors, and academic performance of Bakersfield College transfer students. (MDB)

ED 294 653 PS 017 193

Hills, Tynette W.
Hothousing Young Children: Implications for Early Childhood Policy and Practice.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 3p.
CONTRACT- OERI-400-86-0023
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Childhood Needs; *Early Childhood Education; Parent Influence; Parent Participation; Social Influences; *Stress Variables; *Teachers; *Young Children
IDENTIFIERS- *Academic Stress; ERIC Digests; *Hothousing of Preschoolers

Broad changes in social values, as well as the raising of achievement standards by parents and administrators, are pressuring teachers to change curriculum for young children, with the result that children are hurried and hothoused. Early childhood educators are particularly vulnerable to criticism of their work, and this reduces their ability to repel pressures that may be harmful to children. To advocate for appropriate practices for the teaching of young children, teachers can and should: (1) build respect for the unique needs of young children; (2) promote the best interests of all young children; (3) gain support from other child development and early childhood professionals; (4) enlist parents in promoting appropriate programs; and (5) gain a voice in decisions about curriculum and instruction. (PCB)

ED 294 683 PS 017 361

Dawkins, John
Intergovernmental Conference on Education and the Economy in a Changing Society: Conclusions of the Chairman.
Organisation for Economic Cooperation and Development, Paris (France).
PUB DATE- 18 Mar 88
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Developed Nations; *Educational Change; *Educational Economics; *Educational Objectives; *Educational Policy; *Foreign Countries; Politics of Education
IDENTIFIERS- *Organisation for Economic Cooperation Development

This document summarizes the findings reported at the Intergovernmental Conference on Education and the Economy in a Changing Society, which was held in Paris, France in March, 1988. Provided is the text of the concluding remarks of John Dawkins, the Australian Minister for Employment, Education, and Training, who is also the Chairman of the Organization for Economic Cooperation Development (OECD). By way of introduction, Dawkins noted the common policy pressures member countries of the OECD face and shared concerns about the responses of educational systems to change. He then discussed 15 major conclusions of the conference, focusing on issues affecting the future of education and approaches that could help with rapid change by providing the kinds of higher education and vocational training that will be needed in the future. Directions for further work were Dawkins's next focus. He noted that individual nations differ in circumstances and must deal with issues differently, and that the OECD must accord the relationship between education and the economy a high priority. Thanks to the participants concluded the address. (SKC)

ED 294 741   SE 049 135

Certech--The Secondary-Tertiary Student Flow 1979-1986; and the Implications for a Changing Economy.

Massey Univ. (New Zealand). Central Inst. of Technology.

PUB DATE- 88
NOTE- 41p.; Colored charts and drawings may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- College Entrance Examinations; *College Science; *Enrollment; *Foreign Countries; Higher Education; Science and Society; *Science Careers; Science Education; Secondary Education; Secondary School Science; *Sex Differences; *Technology; Undergraduate Study
IDENTIFIERS- *New Zealand

New Zealand is finding itself thrust into the international economy in which new skills are required by its students in colleges and universities. This document traces the student flow from secondary schools and concentrates on the characteristics of the flow into and out of higher (tertiary) education levels. The report: (1) begins with data on New Zealand population trends which may influence secondary and tertiary education; (2) illustrates the marked drop-off from secondary to certain tertiary levels by sex and by type of school (coed or single sex); (3) shows the spread of subject choice by sex and by type of school; (4) presents mathematics-science subject combinations by sex and by type of school; (5) indicates trends in subject selection which have implications for tertiary education and employment prospects; and (6) provides information on graduation patterns, tertiary sources, and the output of technological skills. (TW)

ED 294 495 HE 021 437

Beins, Bernard C.
The Introductory Psychology Class: What Students Want To Know.
PUB DATE- Aug 88
NOTE- 15p.; Paper presented at the Annual Meeting of the American Psychological Association (Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Feedback; Higher Education; *Information Needs; Lecture Method; *Questioning Techniques; *Student Participation; Teacher Student Relationship; *Teaching Methods

A technique to increase student participation in lecture classes and to learn about their reaction to the system was used in a large general experimental psychology course. Students were encouraged to submit questions in writing if they felt uncomfortable asking them in class. The students wrote their questions on a separate page in a small booklet that was used to take attendance. The queries could be anonymous if the student desired. Questions were asked for each class; the mean number of questions was 3.95 per class. Thirty-one students submitted questions or comments concerning course content, careers, and procedural matters for the class. A general breakdown of the questions by category is provided. Students were highly satisfied with this method for taking attendance and dealing with their questions. Benefits from using this system to generate questions include: the finding that students are very interested in career prospects and salary; letting students know that the teacher is interested in answering their questions; being able to review or adjust lectures based on student questions; and providing a means for shy students to ask questions. (SW)

ED 294 597 JC 870 034

Critical Issues in Two-Year College Chemistry: Report with Recommendations. Report of the 1985 Invitational Education Conference Sponsored by the Society Committee on Education of the American Chemical Society (Chevy Chase, Maryland, November 15-17, 1985).

American Chemical Society, Washington, D.C.
PUB DATE- 86
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accreditation (Institutions); Articulation (Education); *Chemistry; College Curriculum; College Faculty; *College Science; Community Colleges; Conferences; Consultants; Program Development; *Science Instruction; Two Year Colleges; Two Year College Students

In November 1985, the American Chemical Society's (ACS's) Committee on Education invited 43 participants, including two- and four-year college chemistry teachers, administrators, and representatives from various agencies and the chemical industry, to identify issues affecting two-year college chemistry education and to make recommendations to agencies capable of addressing these issues. The conference was organized around 12 topics: two-year colleges today, two-year college chemistry students, chemistry faculty, curricular trends, chemical technology programs, teaching chemistry in two-year colleges, curricular guidelines, the use consultants for program development, administrative and financial support, articulation among colleges, National Science Foundation perspectives, and regional accreditation programs. Drawing from discussions held at the conference, this report presents recommendations to: (1) the National Science Board, concerning such topics as faculty growth and development, laboratory and instructional equipment, and curriculum improvement; (2) the ACS's Committee on Education, offering guidelines for chemistry education in the two-year colleges, consultation and outreach, and the development of public understanding of the sciences; (3) the governing bodies of the ACS; (4) the two-year colleges, concerning college faculty, administrators, and governing boards; and (5) other professional organizations. A list of conference participants is included. (EJV)

ED 294 611 JC 870 522

Agreement between Rhode Island Board of Governors for Higher Education and Community College of Rhode Island Faculty Association (NEA/CCRIFA), 1985-1987 and 1987-90.

National Education Association, Washington, D.C.; Rhode Island State Board of Governors for Higher Education, Providence.

PUB DATE- 87
NOTE- 92p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Department Heads; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; Personnel Policy; Released Time; Summer Schools; Teacher Dismissal; Teacher Retirement; Teacher Salaries; Tenure; Two Year Colleges; Unions
IDENTIFIERS- Community Coll of Rhode Island Faculty Association; National Education Association; *NEA Contracts; *Rhode Island

Two consecutive agreements between the Rhode Island Board of Governors for Higher Education and the Community College of Rhode Island Faculty Association are presented, covering the years 1985 through 1987 and 1987 through 1990. The 19 articles in the agreements set forth rights and provisions related to: (1) recognition of the association as the exclusive bargaining agent for community college faculty; (2) rights of the association and the board; (3) rights of individuals; (4) fringe benefits; (5) leaves; (6) conditions of employment; (7) summer, evening, and weekend sessions; (8) employment status and ranks; (9) grievance procedure; (10) termination and retrenchment; (11) participation in the faculty selection process; (12) department chairs; (13) promotion; (14) evaluation; (15) identification cards and reimbursement for automobile use; (16) alteration of the agreement; (17) no strikes or lockouts; (18) a savings clause; and (19) termination of the agreement. For each agreement, appendixes define the bargaining unit, provide salary schedules, and present letters of understanding. (MDB)

ED 294 668 PS 017 342

Perlmutter, Jane C.; Pellegrini, Anthony D.
Parental Distancing Strategies and Children's Fantasy Play.
PUB DATE- 85
NOTE- 20p.; Study based on an Ed.D. dissertation submitted by the first author under the direction of the second author to the University of Georgia.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; *Parent Influence; *Preschool Children; Preschool Education; *Pretend Play; *Sex Differences; Verbal Communication
IDENTIFIERS- *Cognitive Demands; Distancing Model (Sigel); *Parent Distancing Strategies

Effects of age and gender of preschool children and sex of parent on parental teaching strategies in a fantasy play situation were examined. Relations of parental strategies to children's fantasy play were assessed. Play sessions were held in a small playroom equipped with materials which facilitated dramatic production. The linguistic strategies used by 20 parent-child groupings were analyzed and parents' strategies were coded according to cognitive demand, positive support, and directiveness. Findings indicated

that strategies did not vary as a function of age of children or gender or sex of parent. Higher levels of cognitive demands, positive support, and directiveness were positively and significantly correlated with children's fantasy play. In contrast, medium levels of cognitive demands were negatively and significantly correlated with children's fantasy play. Results are discussed in terms of Sigel's distancing model. (RH)

ED 294 711 SE 049 030

Yerushalmy, Michal; And Others
Guided Inquiry and Technology: A Year Long Study of Children and Teachers Using the Geometric Supposer. ETC Technical Report 88-6. Final Report.
Educational Technology Center, Cambridge, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ETC-TR88-6
PUB DATE- Jan 87
NOTE- 142p.; Graphs and drawings may not reproduce well.
CONTRACT- 400-83-0041
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)

DESCRIPTORS- *Computer Assisted Instruction; Computer Uses in Education; Educational Technology; *Geometry; High Schools; Mathematics Education; *Mathematics Instruction; *Secondary School Mathematics; *Teaching Methods
IDENTIFIERS- Mathematics Education Research

This is the final report of a year-long research project on the implementation of a guided inquiry approach using the Geometric Supposer, a microcomputer software series, to teach high school geometry in three Boston area suburbs during the 1985-1986 school year. The project assessed student learning and examined the many and varied issues involved in the implementation of such an approach using a variety of data sources. The report is divided into four sections: (1) the first section describes the overall objectives of the study, the pilot research on which this study is based, and the specific research questions related to student learning and implementation; (2) the second section describes the general research strategy, the intervention including an overview of our guided inquiry approach, a brief look at the three sites and classes, training and support at the sites, data sources and data analysis; (3) the third section is organized by classroom perspective, teacher perspective, and student perspective in order to provide a coherent portrait of the experience and insights into the perspectives of the key participants, closing with a report on the pretests and posttests of mathematics learning; and (4) the last section integrates the data in terms of student learning and implementation issues. This section also presents recommendations for altering the intervention and for future research. (TW)

ED 294 726 SE 049 117

Connelly, F. Michael
Ontario Science Education Report Card. Canadian National Comparisons. Research Brief.
Ontario Dept. of Education, Toronto.

REPORT NO.- ISBN-0-7729-2683-2
PUB DATE- 87
NOTE- 94p.; Some charts may not reproduce well.
AVAILABLE FROM- MGS Publications Services, 5th Floor, 880 Bay Street, Toronto, Ontario, Canada M7A 1N8 ($5.50 Canadian).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Elementary School Science; Elementary Secondary Education; *Foreign Countries; *International Organizations; *Science Curriculum; Science Education; *Science Instruction; Science Laboratories; Science Teachers; *Secondary School Science; Sex Differences; Student Attitudes; Teacher Education
IDENTIFIERS- *Ontario

Canada is one of nearly 40 countries involved in the Second International Science Study (SISS). The Ontario Ministry of Education used the data generated in the study as a vehicle for assessing science education in the province, and comparing the province to the rest of Canada. Each chapter of this report contains a non-technical summary of findings. Specific areas studied include: (1) the teaching force; (2) science teacher professionalism; (3) research in science education; (4) policy documents; (5) student enrollments; (6) student achievement; (7) male and female achievement; (8) student attitudes to school and to science; (9) male and female attitudes to school and to science; (10) valuing science; (11) science laboratories; and (12) curriculum decision making. In general, it was found that Ontario students have positive attitudes about school and science but their achievement is not as high as might be expected of the richest province in Canada. In addition, Ontario shows innovation in curriculum decision making and exhibits more confidence in its local personnel than do other provinces. (TW)

ED 294 406 EC 202 577

Abrams, Mary, Ed.
Your Computerized Classroom: Using Computers with Hearing Impaired Students.
Gallaudet Coll., Washington, D.C. Pre-College Programs.
PUB DATE- 87
NOTE- 113p.
AVAILABLE FROM- Gallaudet University, Pre-College Programs, 800 Florida Ave., N.E., Washington, DC 20002.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Audiology; Basic Skills; Cognitive Processes; *Computer Assisted Instruction; Computer Managed Instruction; Concept Formation; Courseware; Diagnostic Teaching; Elementary Secondary Education; *Hearing Impairments; *Language Arts; Microcomputers; Programing; Videodisks; *Word Processing

Thirteen papers submitted to a proposed conference (1986) at Gallaudet College on using computers to teach hearing impaired students are collected in this book. Many papers emphasize the use of word processing software to build language skills. Papers have the following titles and authors: "The Business of Writing: The Special Kids Card Company" (Janice Szablewski); "Word Processing with Mild MHHI (multiply handicapped hearing impaired) Students" (Pamela Luft); "Microcomputers in the Audiology Clinic" (Rosemary Davis); "Children in LOGOland: Personal Learning Patterns" (Francine Bonnier); "Drop Those Pencils! Computers in Writing Development" (Karen Spidal and Gail Ryan); "What's New in NEWSROOM: Software for the Language Arts" (Timothy Sheie and James Hirsch); "Learning with LOGO: A Successful Experience" (Gerald Pollard); "Computers and the Writing Process" (Robert Storm); "RIGHT! RIGHT! Learning English as a Third Language by Computer" (Lee Cooper and Monique Loubert); "When Computers Talk to Videodiscs" (R. Scott Osksa); "Effects of Computer-Assisted Instruction on Comprehension of Abstract Concepts" (Patricia Johnson); "Networking an Instructional Lab and Managing Student Progress" (Cathy Zier); and "Computer-Oriented Prescriptive Teaching of Basic Skills" (David Spidal). (DB)

ED 294 420 FL 017 145

Wolof Teachers Manual. Draft Chapters I-VI.
Peace Corps, Dakar (Senegal).

PUB DATE- 87
NOTE- 101p.; Best copy available.
LANGUAGE- English; French; Wolof
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Conversational Language Courses; *Daily Living Skills; Developing Nations; Foreign Countries; Games; *Interpersonal Communication; Introductory Courses; Occupations; Proverbs; Second Language Instruction; *Teaching Guides; Uncommonly Taught Languages; *Verbs; Voluntary Agencies; *Wolof
IDENTIFIERS- Senegal

A teacher's guide for Wolof is designed for Peace Corps volunteer language instruction and geared to the daily language needs of volunteers. Instructions are written in both French and English. It consists of six chapters, each containing sets of phrases for specific situations, supplementary expressions for use in rural areas, a dialogue on the same topic, a supplementary dialogue for rural areas, exercises, questions, and proverbs and games. Chapter topics include greetings, eating, getting directions, action verbs, and occupations. (MSE)

ED 294 436 FL 017 368

Dunlap, Elaine R.
Low Front Vowel Tensing in Lexical Phonology.
PUB DATE- Jan 88
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Arabic; Consonants; *English; Language Research; *Language Variation; Linguistic Theory; Morphemes; *Phonology; *Regional Dialects; Stress (Phonology); Syllables; Uncommonly Taught Languages; *Vowels
IDENTIFIERS- New York (New York); Pennsylvania (Philadelphia); *Tensing (Vowels)

A study examined a vowel alternation occurring in Philadelphia English and some dialects of New York State. The alternation is of E and ae , and the study investigated the application of the ae Tensing Rule, more specifically in the interaction of ae Tensing with several principles of syllabification and grammatical organization. Issues addressed include the distribution's compatibility with the principle of Structure Preservation, the use of the notion of word cycle to explain asymmetry between words with Level 1 affixes and forms with Level 2 affixes, and comparative syllabification of Level 1 and 2 affixes. Two possible analyses of English Ablaut are offered. Data from Palestinian and Bedouin Hajazi Arabic are used to support the analysis' applicability beyond the scope of English. (MSE)

ED 294 511 HE 021 560

Leveraging Information Technology. Track IV: Support Services.
CAUSE, Boulder, Colo.
PUB DATE- 88

NOTE- 75p.; In: Leveraging Information Technology. Proceedings of the CAUSE National Conference (Tarpon Springs, FL, December 1-4, 1987); see HE 021 556.
AVAILABLE FROM- CAUSE Exchange Library, 737 Twenty-Ninth Street, Boulder, CO 80303 (Individual papers available for cost of reproduction).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Automation; *College Administration; *Computer Software; Higher Education; *Information Technology; *Management Information Systems; Microcomputers; Office Management; Private Colleges; Productivity; Small Colleges; State Universities; Student Records; Technological Advancement; User Satisfaction (Information)
IDENTIFIERS- Baldwin Wallace College OH; Barry University FL; California State University Fresno; California State University Hayward; *CAUSE National Conference; *Decision Support Systems; Eckerd College FL; George Mason University VA; University of Pennsylvania

Seven papers from the 1987 CAUSE conference's Track IV, Support Services, are presented. They include: "Application Development Center" (John F. Leydon); "College Information Management System: The Design and Implementation of a Completely Integrated Office Automation and Student Information System" (Karen L. Miselis); "Improving Managerial Productivity Using Microcomputers" (Mary G. Wilson); "How Do You Support a Campus-Wide Office Automation System and End-User System?" (Paul Tumolo and Steven Saltzberg); "Contingency Planning: A Call to Action" (Douglas E. Hurley); "Software Upgrades: Challenges and Solutions" (Susan A. Campbell); and "Implementation as an Ongoing Process, and Success as a Moving Target" (Louise S. Lee and Sharon R. Setterlind). (LB)

ED 294 538 IR 013 083

Reyes, Miguel T.
Education of the Televiewer in Chile.
PUB DATE- Jul 86
NOTE- 32p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Audiences; *Broadcast Industry; *Commercial Television; Cultural Influences; Developing Nations; Elementary Secondary Education; Financial Support; Foreign Countries; Government Role; *Mass Media; *Programing (Broadcast); Religious Factors; Socioeconomic Influences; Teaching Methods; Television Research
IDENTIFIERS- *Chile; Latin America; *Media Education; Television Literacy

This paper begins with a discussion of the origins of Chilean television, including its channels, programs, and transmission times, and how education for television has arisen in Chile as a defense against its influence. The initial concern of sociologists' about this influence and later development of ideas and programs by a number of institutions within the country are described, including projects at three of these institutions. A research program is highlighted which was developed by the Universidad de Playa Ancha de Ciencias de la Educacion to provide instruction for primary and secondary pupils in the use of television as a means of social communication. Background on the development of this project is provided, and the theoretical model on which the program is based is analyzed from the standpoint that education is a process of dialogue in which the educator and those being educated are active participants, and that the educative process can be given in distinct forms of human communication. The model encompasses three areas labeled demythification, alphabetization, and self-analysis. The need to develop methodologies with low cost implementation is emphasized as an area of concern, and it is suggested that research centers be formed, training programs be established, and work carried forward with help from other countries. (22 references) (CGD

ED 294 552   IR 013 097

Stewart, David

Independent Video in Britain.
PUB DATE- Jul 86
NOTE- 13p.; Paper presented at the International Television Studies Conference (London, England, April 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Industry; Communications; *Cultural Influences; Economics; *Financial Support; Foreign Countries; *Mass Media; Models; Needs Assessment; Nonprofit Organizations; Public Service; Purchasing; Standards; *Technological Advancement; *Videotape Recordings; Workshops
IDENTIFIERS- *United Kingdom

Maintaining the status quo as well as the attitude toward cultural funding and development that it imposes on video are detrimental to the formation of a thriving video network, and also out of key with the present social and political situation in Britain. Independent video has some quite specific advantages as a medium for cultural production and distribution, especially in terms of the decentralization of control; however, it will be forced to mold itself into the restrictive models of independent film and community art, or to survive and develop as best it can in spite of the entrenched attitudes of the funding bodies, if there is not a fundamental shift in attitudes toward cultural production. As the British Film Institute takes over responsibility for some of the funding, it may begin to understand the issues at stake and appreciate the need for an "industrial development" perspective, as well as one centered on the artistic qualities of the individual product. Professional access workshops can tap funds from a whole range of sources and provide, in return, a service that is effective and educational. With the right support, the workshops can expand in spite of diminishing public resources. Most importantly, the access model is one in which control is shifted outward, toward the people who want to use the medium, a vital point in terms of the politics of representation. (CGD)

ED 294 567 IR 013 234

ADCIS Conference Proceedings. International Conference (29th, Oakland, California, November 9-12, 1987).

Association for the Development of Computer-based Instructional Systems.

PUB DATE- Nov 87

NOTE- 405p.; For the proceedings for the 28th Conference, see ED 278 378.

LANGUAGE- English

EDRS Price - MF01/PC17 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)

DESCRIPTORS- Artificial Intelligence; Authoring Aids (Programing); *Computer Assisted Instruction; Computer Graphics; *Computer Managed Instruction; *Educational Technology; Elementary Secondary Education; Health Education; Higher Education; Instructional Design; Interactive Video; *Microcomputers; Special Education

IDENTIFIERS- Software Design

These proceedings include papers on such topics as authoring systems, computer-managed instruction, testing, instructional design, management education, simulations, intelligent computer-assisted instruction, and other areas related to computer-based education. Fifty-six papers and 104 abstracts are organized by Association for the Development of Computer-Based Instructional Systems (ADCIS) special interest groups: (1) computer-based training; (2) elementary, secondary, and junior college educators; (3) educators of the handicapped; (4) health education; (5) home economics; (6) implementation and management; (7) interactive video-audio; (8) mini/micro computer users; (9) music educators; (10) PILOT users; (11) PLATO users; and (12) theory and research. (MES)

ED 294 742 SE 049 136

Renner, Michael
Rethinking the Role of the Automobile. Worldwatch Paper No. 84.
Worldwatch Inst., Washington, D.C.
REPORT NO.- ISBN-0-916468-85-2
PUB DATE- Jun 88
NOTE- 75p.
AVAILABLE FROM- Worldwatch Institute, 1776 Massachusetts Ave., NW,
Washington, DC 20036 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Air Pollution; Alternative Energy Sources; Ecological Factors; Economic Factors; Energy Conservation; Energy Education; *Environmental Education; *Fuels; Global Approach; *Motor Vehicles; *Natural Resources; Petroleum Industry; Science and Society; *Transportation
IDENTIFIERS- *Automobiles

In 1987, a record 126,000 automobiles rolled off assembly lines each working day, and close to 400 million vehicles are used on the world's roads today. Prior to the 1970s the automobile's utility and sustainability were hardly questioned. A decade of oil price increases and worries about future fuel availability slowed automobile use somewhat, but in the 1980s improved energy efficiency and additional oil supplies combined to bring fuel prices down. This document calls for a fundamental rethinking of the role automobiles should play. It contains sections entitled: (1) "Whither the Automotive Age?" (2) "Depending More on Oil, Searching for Alternatives"; (3) "Enhancing Fuel Efficiency"; (4) "Reducing Emissions"; and (5) "Reshaping Transportation." (TW)

ED 294 377 EC 202 546

Fujinaga, Tamotsu; And Others
Long-Term Follow-up Study of Children Developmentally Retarded by Early Environmental Deprivation.
PUB DATE- Jul 87
NOTE- 10p.; Paper presented at the Biennial Meeting of the International Society for th Study of Behavioural Development (9th, Tokyo, Japan, July 12-16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Problems; *Child Abuse; *Cognitive Development; Developmental Disabilities; *Emotional Development; Foreign Countries; Intelligence Quotient; *Language Acquisition; Linguistic Performance; *Physical Development; Problem Solving; *Social Development
IDENTIFIERS- *Japan

This paper reports on a 14-year follow-up study of two developmentally retarded Japanese children, a brother and sister, who had been kept shut up in a small shack before being rescued (at ages 5 and 6 respectively). Following birth they consistently suffered malnutrition, maternal deprivation, social isolation from adults, language deprivation, and cultural deprivation. However, there were almost no sensory-motor limitations and interactions between the children and their elder siblings were available to some extent. At the time of rescue, their heights and weights corresponded to those of an average 1-year-old and they were incapable of walking unaided. The research team designed special remedial programs for language, cognitive, socio-emotional, and motor development. After 3 years, their heights and motor skills caught up with standard levels. Remarkable early recoveries were observed in IQ development, but they soon stagnated at the 70-80 level. They performed poorly in complicated linguistic problem solving. In socio-emotional development, the girl developed a strong attachment to the nurse in charge, but the boy developed shallow attachments to everyone equally at first and had more behavioral problems as he grew older. Results suggest that sensory-motor ability and linguistic-logical ability are different and independent in their origins. (VW)

ED 294 392 EC 202 563

MacKay, A. Wayne
The Charter of Rights and Special Education: Blessing or Curse?
PUB DATE- Mar 86
NOTE- 32p.; In: The Proceedings of the Canadian Symposium on Special Education Issues (Toronto, Canada, March 4-5, 1986), see EC 202 558.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Access to Education; Accountability; *Civil Rights; Classification; Confidential Records; Costs; Court Litigation; Court Role; *Disabilities; Discipline Policy; Due Process; Educational Malpractice; Educational Opportunities; Elementary Secondary Education; *Equal Education; Foreign Countries; *Special Education; Student Rights
IDENTIFIERS- *Canada; *Canadian Charter of Rights and Freedoms

The Canadian Charter of Rights and Freedoms contains an implicit right to education, and the Charter's equality provisions offer an important tool for promoting the rights of the disadvantaged. The equality provisions are open-ended in nature and make the courts a new partner in educational decision-making, causing some educators to regard the Charter generally and the equality provisions in particular with fear. This paper examines literature and court decisions concerning the nature of the Charter, the reasonable limits on Charter rights, and the remedies for violations of these rights. It speculates on the impact of applying the Charter to education law and policy with regard to children who have special education needs. It addresses: (1) the constitutional right to education, including problems of access, the appropriate content of education, special education rights, and related services; (2) the classification of students and constitutionally fair procedures; (3) the confidentiality of and access to curriculum programs, students' records, and reports; (4) discipline, suspensions, searches, and other treatment of students with special needs; (5) the potential for malpractice suits and teacher accountability; and (6) reasonable limits and costs. (JDD)

ED 294 453 FL 017 388

Stempleski, Susan
Short Takes: Using Authentic Video in the English Class.
PUB DATE- Apr 87
NOTE- 17p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (21st, Westende, Belgium, April 12-14, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Copyrights; *English (Second Language); Equipment Utilization; *Media Selection; *Programing (Broadcast); Second Language Instruction; *Television; *Videotape Cassettes; *Videotape Recordings
IDENTIFIERS- *Authentic Materials

Authentic video material designed for its entertainment value rather than language teaching is a rich and exciting source of video software for instruction in English as a second language (ESL). Available authentic material falls into two categories: off-air recordings of television broadcasts and videocassettes for rental or purchase. This material is intrinsically motivating to students, presents real language, provides an authentic look at the culture, aids comprehension, and gives student practice in dealing with a medium. In choosing authentic material, the teacher should look carefully at its language, content, and production. There is no single correct way to use video in language teaching, but teachers experienced in intensive language practice generally agree that it is beneficial to show short segments, allow for repeated viewing, encourage active viewing, present activities before viewing, know the material, and know the equipment. Activities designed for use with a segment of the comedy feature film "High Anxiety" include descriptive, listening, and imaginative exercises using pictures only, sound only, or pictures and sound together. A bibliography is included. (MSE)

ED 294 468   HE 021 396

Bender, Louis W.; Richardson, Richard C., Jr.
Fostering Minority Access and Achievement in Higher Education: The Role of Urban Community Colleges and Universities.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-1-55542-053-2
PUB DATE- 87
NOTE- 244p.
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 433 California Street, San Francisco, CA 94104 ($24.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Education; Civil Rights; *Community Colleges; Educational Discrimination; *Equal Education; Higher Education; *Minority Groups; Questionnaires; Racial Discrimination; Student Experience; *Transfer Programs; Urban Schools; *Urban Universities
IDENTIFIERS- Race Fairness

Two overlapping nationwide studies, one funded by the Ford Foundation and the other by the U.S. Department of Education, provide information covering policies, procedures, and practices that enhance or impede the academic success of minority students in universities and community colleges. Topics include understanding the problem of minority underrepresentation in today's higher education; barriers to cooperation between universities and community colleges; the urban community college's role in educating minorities; effecting the transition to urban universities; the states' role in improving minority education; what community college students expect from higher education; how transfer students evaluate their educational experiences; improving transfer programs and practices; assessing the urban educational pipeline; and helping minorities achieve degrees (recommendations for community colleges, universities, and state boards). Appended is a seven-page questionnaire on transferring from a community college to a university. 56 references. (SM)

ED 294 482 HE 021 418

Powers, David R.; And Others
Higher Education in Partnership with Industry.
REPORT NO.- ISBN-1-555-071-0
PUB DATE- 88
NOTE- 365p.
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104-1310 ($29.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; College Planning; *College Programs; Contracts; *Cooperative Programs; *Corporate Support; Higher Education; Industrial Training; Research and Development; *Research and Development Centers; *Research Projects; *School Business Relationship

Partnerships between businesses and higher education are discussed from the standpoint of effects on higher education traditions, policies and practices; business productivity and competitiveness; and opportunities for leadership. Part 1, "Making Partnerships Work: Objectives, Approaches, and Strategies," by David R. Powers and Mary F. Powers, includes topics such as benefits of cooperation, cooperative approaches to education and research, reconciling differing needs of academe and industry, and establishing sound contracts and oversight procedures. Part 2, "Partnerships for Training: Putting Principles into Action," by Carol B. Aslanian, concerns providing contract training to organizations and identifying clients and developing program contracts. Part 3, "Partnerships for Research: Lessons from Experience," by Frederick Betz, covers reaching agreement on process, uses and ownership, and organizing and managing a cooperative research center. As a resource, the procedural rules and guidelines for West Virginia, developed by David R. Powers, are provided. Seven figures and 11 tables summarize selected data, and an index is provided. (KM)

ED 294 524 IR 013 062

Mander, Mary S.
Utopian Elements in the Discourse on Broadcasting in the United States in the 1920s.
PUB DATE- Jul 86
NOTE- 32p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Industry; *Cultural Enrichment; Government Role; Mass Media; Models; *Moral Values; *Peace; Political Attitudes; *Social Change; Technological Advancement; United States History
IDENTIFIERS- *United States; *Utopia

The object of this study was to decode the expressive symbol systems attached to broadcasting in the 1920s and to come to an understanding of the significance of the new technology by exploring the utopian dimensions which were tacitly held by the market model, and expressed in a variety of ways by the men and women who were connected in some way to broadcasting at its birth. The market model, which determined future developments in broadcasting, implied certain utopian yearnings that were reflected in various sentiments for worldwide peace and human unity, moral perfectability, and interior (cultural) enrichment. These sentiments placed an enormous power in the hands of the burgeoning technology and revealed a desire for the world to retreat from choice, from responsibility for choice, and from the arena wherein that choice is determined and subsequently implemented: politics. Seen as an intervening force in response to change, technology became in the 1920s a symbolic representation harboring feelings of political and moral discontent. This discontent placed power in the hands of the new technology: the power to bring about peace, harmony, human perfectability, and enrichment. In such a universe, human choice would no longer be necessary. (54 references) (CGD)

ED 294 582 IR 052 365

Hales-Mabry, Celia
How Should the Informational Needs of the Aging Be Met?
PUB DATE- 28 Jun 87
NOTE- 12p.; Paper presented at the Annual Conference of the American Library Association (San Francisco, CA, June 27-July 2, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Information Services; *Older Adults; Surveys; *User Needs (Information)
IDENTIFIERS- Experts

Two companion studies addressing the information needs of the aging are discussed. Participants in the first study were 93 specialists in aging in four groups--library/information specialists who had achieved a reputation of working with the aging, educators/researchers in gerontology, policy-level administrators who were part of the governmental hierarchy in aging at the state and regional level, and service providers at the level of the area agency on aging. Answers to an open-ended question on how the information needs of the aging should be met were analyzed and compiled into a 40-item questionnaire. Participants were then asked to respond to each item on a scale ranging from "of no importance" to "of great importance." In the second study, 400 adults aged 65 and older were interviewed by telephone on the items in the questionnaire. Items identified by both specialists and the aging as important included: (1) better training for personnel who work with the aging; (2) more emphasis on listening to the elderly about their needs; (3) television, radio, and newspaper public service announcements; (4) senior centers as a means of information dispersal; (5) cooperative outreach programs by agencies that assist the aging; and (6) attention to the needs of the sight- and hearing-impaired. Other areas of concurrence and difference of opinion between the two groups are also highlighted. (MES)

ED 294 626 JC 880 238

Scott, David C., Ed.
Community College Programs for Underprepared Students.
League for Innovation in the Community Coll., Los Angeles, Calif.
PUB DATE- Feb 87
NOTE- 93p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Basic Skills; Community Colleges; Faculty Development; *High Risk Students; *Learning Laboratories; Learning Resources Centers; Program Descriptions; *Remedial Programs; Student Development; Two Year Colleges; Vocational Education

Brief one-page descriptions are provided of efforts being made at member colleges of the League for Innovation in the Community College to bring underprepared students into the higher education mainstream. The 75 descriptions are organized into six sections: (1) Pre-College Skills, including programs such as Cuyahoga Community College's (Ohio) academic survival skills workshops, and Bakersfield College's (California) multi-cultural journalism workshop and summer readiness program; (2) Assessment, Advising, and Placement, including efforts such as Cuyahoga Community College's Computerized Developmental Education Information System, St. Louis Community College's (Missouri) program to identify students in academic difficulty and intercede on their behalf, and the University of California's Cal-Prep program for transfer students; (3) Learning/Basic Skills Centers, such as South Mountain Community College's (Arizona) basic skills interdisciplinary block, Humber College's (Ontario) peer tutoring program, and Brookdale Community College's (New Jersey) support program for learning disabled students; (4) Basic Academic Skills Training in English, writing and reading; mathematics and science; and business, social science, and speech; (5) Adult Learning/Displaced Worker Training, including Maricopa Technical Community College's (Arizona) bilingual vocational training program, Glendale Community College's (Arizona) clerical block training program, and Humber College's employee assistance program for workers affected by plant closures; and (6) Faculty and Staff Training, including computer training and distance training efforts. (EJV)

ED 294 639 JC 880 252

Martorana, S. V.; Garland, Peter H.
State Legislation and State Level Public Policy Affecting Community, Junior, and Two-Year Technical College Education, 1985. A Report to the National Council of State Directors of Community and Junior Colleges (NCSDCJC).
Pennsylvania State Univ., University Park. Center for the Study of Higher Education.
SPONS. AGENCY- National Council of State Directors of Community-Junior Colleges.
PUB DATE- Dec 86
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; College Administration; College Programs; *Community Colleges; Court Litigation; Educational Finance; *Educational Legislation; *Educational Trends; National Surveys; Public Policy; School Personnel; *State Legislation; Trenc Analysis; *Two Year Colleges

Since 1975, the Center for the Study of Higher Education, the Pennsylvania State University, and the National Council of State Directors of Community and Junior Colleges have cooperated in an annual study to identify and analyze pertinent state legislation affecting two-year colleges throughout the United States, to examine the issues which attract public policy action and attention, and to identify trends. An analyis of 1983 legislation, based on information provided by 40 state officials in the 50 states and 4 U.S. territories, revealed that: (1) 37 states reported legislative actions affecting the two-year institutions, with range of 1 to 113 pieces of legislation; (2) 76% of the proposed 1985 legislation reported out of committee was passed; (3) common areas of legislative concern were finance, administration, personnel, students, and academic programs; (4) concern for quality was evident in the growing frequency of legislation dealing with academic programs; (5) only one state reported that a court decision affecting two-year institutions had been made; and (6) 14 states had recently taken action to alter or investigate the focus of the community colleges' mission. (EJV)

ED 294 654 PS 017 197

Simner, Marvin L.
Predicting First Grade Achievement from Form Errors in Printing at the Start of Pre-Kindergarten.
PUB DATE- Apr 88
NOTE- 16p.; Paper presented at the Annual Meeting of the National Association for School Psychologists (Chicago, IL, April 5-10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Early Childhood Education; Foreign Countries; Grade 1; *Handwriting; *Identification; *Kindergarten Children; Longitudinal Studies; *Predictor Variables; Test Construction; *Writing Skills
IDENTIFIERS- *Ontario

A 3-year longitudinal investigation indicated that form errors in printing that children make can aid in the identification of at-risk or failure-prone pupils as early as the start of prekindergarten. Two samples were selected, one consisting of 104 and the other of 63 prekindergarten children. Mean age of the samples was 52 months. Item analysis was used to determine letters and numbers on the Printing Performance School Readiness Test (Simner, 1985) most predictive of later school failure. A total of 18 letters and numbers were selected and presented to subjects individually. Follow-up data assessing subjects' academic achievements were obtained at the end of first grade from marks in reading and arithmetic on report cards and scores on two standardized achievement tests: the word identification subtest from the Woodcock Reading Mastery Test (1974), and the addition, subtraction, numerical reasoning, word problem, and time subtests from the Keymath Diagnostic Arithmetic Test (Connolly, Nachtman, and Pritchett, 1971). Findings indicate that form errors in children's printing at the start of prekindergarten can be scored reliably, remain stable over time, and are closely linked to children's performance in first grade. (RH)

ED 294 669 PS 017 343

Mirsky, Patricia S.
The Implementation of Consultation Strategies To Improve Communication between Special Educators and Teachers, Principals, and Parents at the Elementary Level.
PUB DATE- 88
NOTE- 68p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Administrator Role; Check Lists; *Consultation Programs; *Delivery Systems; Elementary Education; Elementary School Students; Guidelines; Identification; Principals; *Program Improvement; *Referral; School Districts; *Special Education; Videotape Recordings

Written by a Director of Special Education working for an elementary school district in a small midwestern town, this practicum aimed to improve the special education delivery system in that district. A review of the literature and a survey of district needs indicated that: (1) teachers relied on a refer-test-place cycle when alternatives would have been more appropriate; (2) systematic, individualized feedback was a preferred method of staff development; (3) principals relied on pull-out programs instead of extending regular education options; and (4) parents of handicapped children often were unaware of available services and programs. Goals of the practicum were to enhance the special education delivery system through the development and implementation of five consultation strategies. Teachers were provided a checklist of alternative options for testing. Guidelines were provided to principals to enable them to be active participants in the referral process. A process of new student identification was implemented for auxiliary staff. A brochure that described services available to handicapped students and families was developed and distributed to parents. A video presentation was developed for parents of students entering a junior high school program. Evaluation data indicated the effectiveness of the intervention. Checklists and other related material are appended. (RH)

ED 294 684 PS 017 362

Hatcher, Barbara; And Others
Children's Games: Resources for International Understanding.
PUB DATE- Apr 88
NOTE- 22p.; Paper presented at the Annual Conference of the Association for Childhood Education International (Salt Lake City, UT, April 6-10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Games; *Cultural Awareness; *Educational Games; Guidelines; Learning Activities

After a brief discussion of group games as resources for international understanding, this paper provides guidelines for discussing cultural games with children. Twelve games for students between 7 and 12 years of age are described. Games were selected for inclusion because they were: (1) generally cooperative in nature; (2) authentic and representative of a variety of cultures; (3) developmentally appropriate; (4) minimal in requirements for equipment and preparation; (5) rich in opportunities to compare cultural values; and (6) safe and enjoyable to play. Aboriginal, New Guinean, African, Guatamalan, Caribou Eskimoan, Congolese, Chinese, Icelandic, Mongolian, Jewish, Inuit Eskimoan, and international games are represented: Kotaut Mina Mieta, Evanena (Looking down the Pole), Boa Constrictor, Pin, Together-Air Ball (Collective Score Volleyball), Antelope in the Net, Helping Harvest the Land, In-and-Out-the-Windows, Yurt Circle, Spin the Dreidel, and Hopscotch. Citations are provided for 10 children's game books. (RH)

ED 294 699 RC 016 512

Gorsuch, Marjorie, Ed.
Alaska Problem Resource Manual: Alaska Future Problem Solving Program. Alaska Problem 1985-86.
Alaska Management Technologies, Juneau.
SPONS. AGENCY- Alaska State Dept. of Education, Juneau.
PUB DATE- 85
NOTE- 57p.
AVAILABLE FROM- Alaska Management Technologies, 369 South Franklin Street, Suite 101, Juneau, AK 99801.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Comparative Analysis; Critical Reading; Federal Programs; *Federal State Relationship; *Identification; *Misconceptions; Postsecondary Education; *Problem Solving; *Publicity; Public Relations; Reputation; Resource Materials; Secondary Education; State Federal Aid; State History
IDENTIFIERS- *Alaska; *Image Analysis; Impact Evaluation; Problem Oriented Instruction; State Issues

"Alaska's Image in the Lower 48," is the theme selected by a Blue Ribbon panel of state and national leaders who felt that it was important for students to explore the relationship between Alaska's outside image and the effect of that image on the federal programs/policies that impact Alaska. An overview of Alaska is presented first in this resource manual, followed by questions for discussion. The information sources are divided into three categories: Contemporary Image, Reality vs. the Image, and Image Reverberations--Federal Policies and Practices. The first section contains approximately 36 items, newspaper articles and advertisements, from sources primarily outside Alaska, published from 1976-85. Section 2 includes selections from 13 periodicals, predominantly from Alaskan publications from 1982-85. Section 3 contains 15 items from journals, newspapers, and research reports published during 1981-85 by sources inside and outside Alaska. All articles are reproduced in full and include complete bibliographic information (author, title, source and date of publication, and page numbers). An explanation of terms and definitions is included. (JMM)

ED 294 774 SO 018 592

Teacher's Guide for Young People's Concerts.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
REPORT NO.- RS-87-1853
PUB DATE- Jun 87
NOTE- 49p.; Designed to be used in conjunction with the Annual Honolulu Youth Symphony Concerts' "Program Notes."
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Concerts; *Elementary School Students; Elementary Secondary Education; Instructional Materials; *Music; Music Activities; Musical Instruments; Music Appreciation; Music Education; Orchestras; *Secondary School Students; State Curriculum Guides; Teaching Guides
IDENTIFIERS- *Hawaii (Honolulu); *Honolulu Youth Symphony Concerts HI

Developed to acquaint students with the Honolulu (Hawaii) Youth Symphony Concerts program, this booklet focuses on information and activities to help make concert attendance meaningful and enjoyable for students. Goals and learning concepts are described, and information about each of the symphony's musical instruments is included. The chronology of a concert is outlined, and both pre-concert and post-concert learning activities for kindergarten through ninth grade students are highlighted. Other sections include: (1) teaching about concert manners; (2) general guidelines for teaching listening-to-music skills; and (3) sources of recordings or tapes of concert music. Charts and pictures of musical instruments are included. (JHP)

Susu Language Manual: Sierra Leone.
Peace Corps, Freetown (Sierra Leone).
PUB DATE- 87
NOTE- 69p.; Best copy available.
LANGUAGE- English; Susu
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agriculture; Daily Living Skills; Developing Nations; Foreign Countries; *Interpersonal Communication; Introductory Courses; Phonology; Second Language Instruction; *Susu; Teaching Guides; Travel; Uncommonly Taught Languages; Units of Study; Voluntary Agencies
IDENTIFIERS- *Peace Corps; Sierra Leone

A teacher's guide for Susu is designed for Peace Corps volunteer language instruction and geared to the daily language needs of volunteers in Sierra Leone. It contains a section on Susu phonology and 28 lessons on these topics: situation-specific greetings, basic greetings, introducing a friend, the market, travel and getting directions, visiting a swamp, expressing respect and feelings, praise, inviting a friend on a trip, an accident, seasons, lovemaking with a Susu girl, buying material, looking for a restaurant, names, fertilizers, getting to the Peace Corps office, sickness, the dining hall, and climate. Lessons contain dialogues, vocabulary, useful expressions, drills, and notes on classroom techniques. (MSE)

ED 294 496 HE 021 438

Langer, Peter; And Others
A Longitudinal Study of Student Retention at an Urban Commuter University.
Massachusetts Univ., Boston. Harbor Campus.
PUB DATE- Sep 87
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; College Freshmen; *College Students; College Transfer Students; Commuter Colleges; Grade Point Average; Higher Education; Institutional Research; Longitudinal Studies; Minority Groups; Predictor Variables; Sex Differences; Stopouts; *Urban Universities
IDENTIFIERS- *University of Massachusetts Boston

Retention at the University of Massachusetts, Boston, was studied, based on the entire population of 29,372 undergraduate degree-seeking students enrolled in a semester between fall 1981 and 1987. Two measures of the retention rate are used: cohort survival, the percentage of the original cohort of entering students that is enrolled in or has graduated by a specified semester; and semester return, the percentage of students completing a semester who enroll in the next semester. Attention is directed to: the retention rate, changes in the retention rate over time, and differences in the retention rate among subpopulations of students. Using multivariate regression analysis, the relationship between retention and the following factors were assessed: age, sex, race/ethnicity, college, transfer or first-time student, grade level, full-time or part-time course load, and cumulative grade point average. Also studied were: factors that affect freshman-year retention, retention patterns of stop-outs, within-semester withdrawals, nondegree students who matriculate, and the measurement of retention for the College of Public and Community Service, which uses a competency-based system. (SW)

ED 294 568 IR 013 235

Baer, Vicki E. H.
Creating a Computer-Using Secondary School Faculty through Staff Development.
PUB DATE- 87
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; Curriculum Development; *Educational Planning; *Inservice Teacher Education; Laboratories; Local Area Networks; Microcomputers; Secondary Education; Teacher Attitudes

A small team of teachers and administrators at Boonsboro Middle School (Maryland) planned staff development activities for the implementation of a networked laboratory of 32 computers. Primary concerns were educating faculty members to develop computer awareness, select and evaluate appropriate software applications, and use computers as tools to support instruction. For the first year the project focused on using word processing to encourage writing activity in content areas. A core group of 10 teachers representing all curricular areas met in a 4-day workshop to establish goals for computer use, learn how the system operated, examine software, and develop word processing activities. This group became teacher-trainers for other faculty. Staff development activities were planned when new software became available for preview, when faculty needed time to plan curriculum using newly installed software, or when faculty were introduced to methods for integrating computer use into their content area curricula. By the end of the second year of the project, over half the faculty (17 teachers) were regular computer users with some of their classes and over three-quarters of the faculty (25 teachers) were occasional users. (MES)

ED 294 598 JC 870 505

Community College Agreement between the Alaska Community Colleges' Federation of Teachers Local 2404, AFT, and the University of Alaska, April 1, 1984-March 31, 1987.

Alaska Univ., Fairbanks.; National Education Association, Washington, D.C.

PUB DATE- 84
NOTE- 92p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Department Heads; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; *Personnel Policy; Released Time; Teacher Dismissal; Teacher Retirement; Teacher Salaries; Tenure; Two Year Colleges; Unions
IDENTIFIERS- *Alaska; National Education Association; *NEA Contracts; University of Alaska

The collective bargaining agreement between the University of Alaska and the Alaska Community Colleges' Federation of Teachers, the exclusive bargaining agent for all statewide rural education learning center and community college faculty, is presented, covering the period between April 1, 1984 and March 31, 1987. The 13 articles in the agreement set forth rights and provisions related to: (1) the terms of agreement, covering the recognition of the union, recognition of rights, sharing of information, and scheduling of negotiations; (2) definitions; (3) rights of the individual with respect to academic freedom, nondiscrimination, personnel files, probationary period, seniority, and performance appraisal; (4) grievance procedures; (5) faculty workload; (6) working conditions with respect to work year, holidays, assignments during travel, relocation, site visitations and bush courses, faculty offices, substitutes, appointments, professional improvement, and voluntary transfers; (7) employment status, including overload, part-time, and outside employment, and layoffs and terminations; (8) salaries and benefits; (9) leaves; (10) union rights; (11) no strike or lockout; (12) availability of the parties to interpret, continue, or modify the agreement; and (13) scope and interpretation of the agreement. Evaluation forms and a salary schedule are appended. (MDB)

ED 294 612 JC 870 524

Selected Collective Bargaining Agreements of Washington Two-Year Colleges.

National Education Association, Washington, D.C.

PUB DATE- 86

NOTE- 1,050p.

LANGUAGE- English

EDRS Price - MF07/PC42 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Department Heads; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; Personnel Policy; Released Time; Teacher Dismissal; Teacher Retirement; Teacher Salaries; Tenure; Two Year Colleges; Unions

IDENTIFIERS- National Education Association; *NEA Contracts; *Washington

Seventeen collective bargaining agreements between the boards of trustees and faculty associations of selected community colleges in Washington are presented, representing contracts in effect in 1987. The following colleges are represented: Peninsula College, Olympic College, Skagit Valley College, Everett Community College,

Shoreline Community College, Bellevue Community College, Highline Community College, Green River Community College, Pierce College, Centralia College/South Puget Sound Community College, Wenatchee Valley College, Yakima Valley Community College, Spokane Community College/Spokane Falls Community College, Columbia Basin College, Walla Walla Community College, Whatcom Community College, Tacoma Community College, and Edmonds Community College. With some variation among agreements, the following topics are covered: board recognition; association/federation rights; personnel or employee rights, relations, and benefits; general working conditions; compensation; part-time faculty; faculty evaluation; academic freedom; grievance procedures; leaves; tenure; dismissal; reduction-in-force; calendar and workload; salary placement and advancement; college governance; prior practices; uninterrupted education activities; scope of agreement; and duration. Some agreements include articles on home study, travel reimbursements, summer quarter teaching, community service and support programs, grants and contracts, and special projects. Salary schedules are included for all of the agreements. (MDB)

ED 294 727 SE 049 120

Southgate, Douglas D., Ed.; Disinger, John F., Ed.
Sustainable Resource Development in the Third World. Selected Papers from an International Symposium (Columbus, Ohio, September 1985). Westview Special Studies in Natural Resources and Energy Management.
REPORT NO.- ISBN-0-8133-7522-3
PUB DATE- 87
NOTE- 181p.; Some drawings may not reproduce well.
AVAILABLE FROM- Westview Press, 5500 Central Avenue, Boulder, CO 80301 ($22.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- *Depleted Resources; *Developing Nations; Ecological Factors; Economic Factors; *Environmental Education; *Foreign Countries; Forestry; Fuels; *International Cooperation; *Natural Resources; Quality of Life; Science and Society; Soil Conservation

Over time, scientists, technologists, and resource managers in affluent countries have devised and institutionalized methodologies for exploiting and managing natural resources in their own environments with considerable success. In doing so, they have provided models, at least of development and affluence, that the less developed countries seek to employ. An international symposium involving both invited and contributed papers addressed the technological and institutional challenges of sustainable development of natural resources in the Third World. Described in

many papers are approaches that have worked in developing countries. Topics considered include: (1) forestry; (2) soil erosion; (3) renewable energy; (4) economic analyses; (5) biological diversity; (6) environmental education; (7) distribution of charcoal stoves; and (8) sustainable development. (TW)

ED 294 759 SE 049 163

Connell, Michael L.
What Counts in Elementary Mathematical Evaluation?
PUB DATE- 88
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; Elementary Education; *Elementary School Mathematics; *Evaluation Methods; Informal Assessment; Intermediate Grades; *Mathematics Achievement; Mathematics Education; *Mathematics Skills; *Mathematics Tests; Measurement Techniques; *Student Placement
IDENTIFIERS- Mathematics Education Research

When standard paper-and-pencil tests are used to measure progress in mathematics, specific assumptions quite apart from those dealing with the statistical validity of the test are often made. These can lead to improper student treatment and often suggest successful teaching which is not warranted. The results of examining 32 fourth through sixth grade students attending a predominately middle class, urban school indicate four distinct groups of students that are not identifiable by these measures. The differences between these groups, although insignificant statistically, are considered by some to be of great importance in the creation of effective learning environments. (Author)

ED 294 407 EC 202 578

Fitz-Gerald, Max
Information on Sexuality for Young People and Their Families.
Gallaudet Coll., Washington, D.C. Pre-College Programs.
PUB DATE- 86
NOTE- 127p.
AVAILABLE FROM- Gallaudet University, Pre-College Programs, 800 Florida Ave., N.E., Washington, DC 20002 ($12.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reference Materials - General (130) Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Behavior Patterns; Contraception; Decision Making; Disabilities; Elementary Secondary Education; Emotional Development; Family Life; *Hearing Impairments; *Interpersonal Relationship; Marriage; Reproduction (Biology); Sex Differences; *Sex Education; Sexual Abuse; *Sexual Identity; *Sexuality; Social Development; Venereal Diseases

The book was designed to be a reference material as part of a comprehensive sex education program or as a family resource book. The language and syntax of the book as well as the line drawing illustrations are geared specifically for hearing impaired young people and others whose need for information on human sexuality may be more advanced than their reading and language skills. The 22 chapters are divided into six units on sexual identity, sexual growth, sexual behavior, conception and reproduction, sexual health, and relationships, respectively. Individual chapters have the following titles: "Who Am I?" "Making Decisions," "Becoming an Adult," "Sexual Anatomy," "Menstruation, or Periods," "Social and Emotional Development," "Sexual Stimulation," "Expressing Sexuality," "Sexual Intercourse," "Conception and Pregnancy," "The Birth of a Baby," "Genetics and Inherited Traits," "Decisions about Sexuality," "Methods of Contraception," "Sterilization," "Abortion," "Keeping Healthy," "Sexually Transmitted Diseases," "Sexual Abuse and Sexual Assault," "Building Relationships with Others," "Teenage Pregnancy," "Marriage and the Family." A glossary defines 175 terms and expressions. Suggested supplementary materials include 23 books for preteens and teenagers, 10 books for children age 7-10, 11 free and inexpensive materials, five information pieces for reluctant or limited readers, and 13 books for parents. (DB)

ED 294 437 FL 017 369

Johnson, Patricia T.

A Program for Limited English Speaking Students. Necessity Is the Mother of ESL Programs.

PUB DATE- Mar 88
NOTE- 17p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (Anaheim, CA, March 4-8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education Programs; *English (Second Language); *Limited English Speaking; Literacy; Program Design; *Program Development; Research Utilization; Scheduling; *Spanish Speaking; Staff Development

The development of a language development program for limited-English-proficient Spanish-speaking students in a New Mexico junior high school are described. Initially, the program was organized in response to sudden heavy enrollment of non-English-speaking students, and was intended to teach them English. In subsequent years, through application of research findings and theory on bilingualism and second language learning, the program has focused on developing literacy in both English and native Spanish. Currently, students spend two years in the beginning-level program and a year at the intermediate level, and some students remain in the junior high school an additional year to take advantage of the program. A beginning student's daily schedule includes: four periods of language arts, including instruction in oral and written English as a second language (ESL), Spanish and English reading, and Spanish for native speakers; math at one of two levels, taught in Spanish; and an activity class, usually physical education. At the intermediate level, students are systematically mainstreamed into the regular curriculum. All continue in appropriate native Spanish classes and mediated ESL instruction and most have math instruction in Spanish. The program has been successful in teaching and retaining students. (MSE)

ED 294 512 HE 021 561

Leveraging Information Technology. Track V: Communications.
CAUSE, Boulder, Colo.
PUB DATE- 88
NOTE- 79p.; In: Leveraging Information Technology. Proceedings of the CAUSE National Conference (Tarpon Springs, FL, December 1-4, 1987); see HE 021 556.
AVAILABLE FROM- CAUSE Exchange Library, 737 Twenty-Ninth Street, Boulder, CO 80303 (Individual papers available for cost of reproduction).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *College Administration; *Computer Networks; Computer Software; Financial Support; Higher Education; *Information Technology; *Local Area Networks; *Management Information Systems; Private Colleges; Small Colleges; State Universities; Two Year Colleges
IDENTIFIERS- *CAUSE National Conference; Dallas County Community College District TX; *Decision Support Systems; Massachusetts Higher Educ Commission Network; Moravian College PA; New River Community College VA; University of Miami FL; University of Wisconsin Stevens Point; Virginia Polytechnic Inst and State Univ

Seven papers from the 1987 CAUSE conference's Track V, Communications, are presented. They include: "University of Miami LAN: A Case Study" (Ruben Lopez and M. Lewis Temares); "Designing and Implementing an Integrated Communications Environment in a Small College" (Charles S. Garratt IV, Jack M. Lewis, and John L. Van Hemert); "Commonwealth of Massachusetts Higher Education Communication Network: A Case Study" (Ann von der Lippe and Buddy L. Bruner); "A Software-Defined Integrated T1 Digital Network for Voice, Data, and Video" (James R. Hill); "Campus Connectivity with the Data/Voice PBX" (David P. Redlawsk); "A Simple Strategic Plan for Providing Distributed Computing Resources Together with a Tactical Plan for Implementation" (Daniel V. Goulet and Bruce Staal); "Strategies for Financing the University Communications Utility" (Erv Blythe and Judy Lilly). (LB)

ED 294 539 IR 013 084

Richeri, Giuseppe
New Trends in Television Consumption.
PUB DATE- Jul 86
NOTE- 9p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiences; *Broadcast Industry; Change; Cultural Influences; Foreign Countries; Mass Media; *Programing (Broadcast); Public Policy; Social Influences; *Technological Advancement; Telecommunications; Television Research; *Television Viewing

IDENTIFIERS- *Italy

A phenomenon which tends to transform the function and methods of traditional television consumption is the gradual reduction of its "mass" dimensions, which tend to disappear for an increasing share of the audience. This reduction of the mass dimension ranges from fragmentation of the audience to its segmentation, and, in the most extreme case, to its individualization. This is a phenomenon related to the opportunities provided by technological developments in the field, and leads to an increase in the number of choices confronting the viewer in a single instance. This accentuates the division of the public according to the different programs that can be received, and reduces the average indexes of public concentration on the individual channels. Moreover, traditional television is increasingly confronted with competition from other services on the same medium--e.g., videotexts, teletexts--and competition from other media for the same type of service--e.g., videocassettes. The transformation of traditional television consumption brought about by these changes, and by new services that will allow viewers to choose their own programs and watch them when they wish to, will radically modify the goals, problems, and questions that cultural policy in television has addressed for decades, as well as make changes in the organization and financing of television and its relationship to the audience. It is suggested that the multiplication of channels and the quantitative increase in the number of programs available will increase the value of television itself as there will always be "something on," and lead to greater dependence on the television medium. (CGD)

ED 294 553 IR 013 099

Tee, Ernie
Music Videos: On Reality and Representation.
PUB DATE- Jul 86
NOTE- 20p.; Paper presented at the International Television Studies Conference (London, England, April 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Context; *Film Criticism; Foreign Countries; Imagery; Music; Photography; *Popular Culture; *Realism; Semiotics; Social Environment; *Technological Advancement; Television; Videotape Recordings
IDENTIFIERS- *Music Videos; Netherlands; Television Criticism; *Video Criticism

Music videos from the past few years have become a prominent phenomenon in our culture. They are critically compared by a small or large section of the public with the structures of, and relations within, social reality. These videos are considered to portray real situations that are, according to the standards of western culture, severely condemned, based on an attitude that sees a direct link between the events of daily reality and their depiction in the music video. However, the critical questions really are the extent to which the images of music videos have the power to make a representation, have any relationships with the events of reality, or have the ability to portray these events. The analysis and reception of music videos present a paradox, i.e., the video image and its "reality effect" versus music videos, which are concerned with the manipulation, transformation, and reversing of the analogous image, using refined animation and computer techniques to efface the boundaries and separations used in films and television. In formulating a criticism of music videos, new approaches should be used that are adapted to the videos as the objects of analysis; music videos challenge the critic to forget reality altogether and to eliminate every representative activity which should refer to it. (17 references) (CGD)

ED 294 712 SE 049 031

Goldenberg, E. Paul; And Others
Mathematical, Technical, and Pedagogical Challenges in the Graphical Representation of Functions. Final Technical Report 88-4.
Educational Technology Center, Cambridge, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 88
NOTE- 124p.; Drawings may not reproduce well.
CONTRACT- 400-83-0041
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)

DESCRIPTORS- *Computer Assisted Instruction; Computer Uses in Education; *Elementary School Mathematics; Elementary Secondary Education; *Functions (Mathematics); *Graphs; *Mathematical Concepts; Mathematics Education; Mathematics Instruction; Models; *Secondary School Mathematics

This report summarizes the work of a two-year project which focused primarily on the problems that students have with algebra in general, and graphs in particular. The first of two major sections in the document deals with the use of computer software to assist in the teaching of graphing. It concludes that thoughtful design and use of graphing software presents new opportunities for teaching about graphing. The next section of the report centers on the development of research instruments that are intended to study scale in the context of graphs of function. It includes a set of problem-based teaching materials that were used as research tools. The appendices contain descriptions of probes designed to see if students can interpret and create graphs of real-world phenomena, along with instruments dealing with mapping, scale, and computer explorations. (TW)

ED 294 743 SE 049 137

Harvey, John G., Ed.
MAA Placement Test Newsletter. 1978-87.
Mathematical Association of America, Washington, D.C.
PUB DATE- 87
NOTE- 148p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Admissions Counseling; Advanced Placement; College Entrance Examinations; *College Freshmen; *College Mathematics; Educational Testing; *Grouping (Instructional Purposes); Higher Education; *Mathematics Curriculum; Mathematics Education; *Mathematics Tests; Placement; *Student Placement; Undergraduate Study
IDENTIFIERS- *Mathematical Association of America
This document consists of volumes 1-9 of the Mathematics Association of America's (MAA) Placement Test Program Newsletter. The MAA is the professional association primarily concerned with undergraduate education in mathematics. It has responded to the increasingly difficult problem of placing freshmen students in mathematics courses by developing a battery of tests which are available through its placement testing program. These newsletters were designed to serve as a forum for the higher education institutions which are subcribers to the placement testing program. (PK)

ED 294 378 EC 202 547

McIntyre, Thomas

A Listing of Articles, Books, Films, and Activities for Use in Training Programs for Teachers Regarding Child Abuse and Neglect.

PUB DATE- 87
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Books; *Child Abuse; *Child Neglect; Films; Learning Activities; Periodicals; Postsecondary Education; *Sexual Abuse; *Teacher Education; *Teaching Methods

This guide lists resources for inservice or preservice teacher instruction on the subject of child abuse and neglect. It lists 21 articles, 92 books, 21 films, and 2 kits. It covers both commercial and government publications, with publication dates ranging from 1969-1987. Topics covered include: physical, emotional, and sexual abuse; prevention, detection, reporting, and treatment; the aftermath of child abuse; high-risk child abusing families; school and community involvement; and interprofessional cooperation. The guide concludes with a description of activities and assignments to assist teachers in learning about child abuse, such as a pre-test/post-test, materials analysis, interviews, visitations, form completion, policy analysis, reporting decisions in various hypothetical situations, discussion questions, research topics, unit planning, role-playing, and book reports. (JDD)

ED 294 393 EC 202 564

Lindsay, Peter H.
Computers in Special Education: Using Technology To Make Up the Difference.
PUB DATE- Mar 86
NOTE- 27p.; In: The Proceedings of the Canadian Symposium on Special Education Issues (Toronto, Canada, March 4-5, 1986), see EC 202 558.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Computer Assisted Instruction; Computer Simulation; *Computer Uses in Education; Database Management Systems; *Disabilities; Drills (Practice); Educational Needs; Elementary Secondary Education; *Gifted; Hearing Impairments; Learning Strategies; Metacognition; *Microcomputers; Programing; *Special Education; *Technology; Tutoring; Visual Impairments; Voice Disorders; Word Processing
IDENTIFIERS- Proofreading

This paper reviews the current role of microcomputers as either a cognitive or sensory prosthesis, and evaluates their potential for meeting the learning needs of exceptional students. In the area of declarative learning, computers are used for drill and practice, tutoring, and "intelligent' tutoring. In the area of procedural learning, computer-based learning environments involve computer simulation; programming languages; tools for manipulating language such as word processors and proofreading assistance programs; tools for manipulating knowledge such as database management systems; and programs that teach students how to reflect upon and begin to understand their own cognitive processes. Computers also have a unique role as a potential sensory prosthesis for hearing-impaired studients, visually-impaired students and students with no voice. (JDD)

ED 294 454 FL 017 389

Raven, Patrick T.; And Others
Foreign Language Scope and Sequence.
Waukesha Public Schools, Wis.
PUB DATE- Aug 87
NOTE- 109p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Content; *Curriculum Design; Difficulty Level; Elementary Secondary Education; French; German; Introductory Courses; Latin; *Second Language Programs; *Sequential Approach; Spanish
IDENTIFIERS- *Waukesha School District WI

The scope and sequence format for foreign language instruction in Waukesha, Wisconsin's public schools is presented. It charts the specific concepts, skills, and objectives to be included in foreign language exploration (FLEX) courses and courses in French, German, Latin, and Spanish at each of five levels. Each concept, skill, and objective is accompanied by a notation of whether it is to be introduced, emphasized, introduced and emphasized, reviewed, or applied (generalized) at that level. (MSE)

ED 294 469 HE 021 397

Bagenstos, Naida Tushnet

Preparing Minorities and Women as Researchers: Have We Learned Anything?

PUB DATE- Apr 88
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Civil Rights; *Educational Researchers; Equal Education; Females; *Feminism; Higher Education; Institutional Characteristics; Institutional Cooperation; *Minority Groups; *Racial Discrimination; *Sex Bias
IDENTIFIERS- *Institutional Discrimination; Institutional Racism

The concern over the numbers of minority and women educational researchers is based on the importance of including minorities and women in the educational research endeavor (and all other endeavors) and the epistemological premise that a researcher's perspectives on the topic affect the questions asked, data collected, and interpretation and analysis. It is important to ask new questions to guide the research about the schooling failures of minority group members (disproportionately to their numbers in the population), and preferably, these questions should be asked by members of the minority groups. Data on earned doctorates for 1976 (4,067 males and 1,735 females) and 1987 (3,037 males and 3,565 females) show the potential pool of educators is becoming more female. However, there has been a decline in the numbers of minority group members (e.g., 492 Blacks in 1976, 421 Blacks in 1987), except Hispanics (87 in 1976, 188 in 1987) receiving doctorates. "Learnings" include: internal structural changes must be addressed to alter institutional barriers to the participation of women and minorities in research; it is difficult to develop programs that force mentor relationships (even though they are good); minorities and women need more than skills to be productive in the research field; and instructional change occurs when a project's purpose is consistent with that of the host institution. It is important for the individual and institution to be committed to the goal, willing to alter structures, and able to provide opportunities responsive to the needs of those they serve. (SM)

ED 294 483 HE 021 419

Planning the Future: Report of the Regents on the Future of The University of Wisconsin System.

Wisconsin Univ. System, Madison. Board of Regents.

PUB DATE- Dec 86

NOTE- 61p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Admission Criteria; *College Administration; Day Care; Disabilities; Educational Assessment; Educational Facilities; *Educational Quality; *Equal Education; Females; *Financial Policy; Governance; Higher Education; Management Information Systems; Minority Groups; Quality Control; *State Universities; Transfer Policy

IDENTIFIERS- *University of Wisconsin System

In order to ensure the continued quality of education in the University of Wisconsin System (UWS), a study of its future was undertaken. A crucial priority for the future of this system is to maintain the high quality for which it has gained national reputation. Following a fiscal review, the five sections of the report focus on: (1) educational effectiveness (freshmen admission policy, mission, program array, program review, undergraduate credit transfer, VTAE transfer, UWS/VTAE task force, assessment of quality and educational outcomes, and UW centers mission and status); (2) fiscal effectiveness (quality improvement--enrollment management and tuition policy--and physical plant maintenance); (3) equity in education (status of minorities as students, status of minorities as faculty and staff, status of women, and the education of students with disabilities); (4) extending university resources (UWS contributions to Wisconsin's economic development, UWS extension function, and child care services); and (5) leadership, governance, and administration (internal management, management flexibility and efficiency, and management information systems). The appendix provides 30 pages of related resolutions. (SM)

ED 294 525 IR 013 063

Mancini, Paolo

Strategies of TV News Dramatization: An Attempt of Discourse Analysis.

PUB DATE- Jul 86

NOTE- 17p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Broadcast Industry; *Dramatics; Foreign Countries; Journalism; *Mass Media; *News Reporting; Politics; *Programing (Broadcast); *Television Research; Trust (Psychology)

IDENTIFIERS- *Italy; United States

This paper defines indicators related to the dramatization of television and formulates a methodology for analyzing the discourse of the television news based on empirical studies. This methodology is used to isolate some indicators of dramatization as it relates to the structure and form of the message. The changes that have affected the text of Italian television news, and those other changes that are in progress after the transformation of Italian television from a public system in which the RAI monopoly prevailed to today's mixed system in which RAI competes with private television, are described. Elements of dramatization in television news that have been introduced in an effort to attract viewers are discussed at three levels: (1) the communication context; (2) the interactional level; and (3) the narrative level of dramatized news. Indicators that underscore the level of dramatization are identified as extratextual features, the structure of the discourse, and the format. All of these factors are analyzed and discussed with references to numerous studies and writings of others in the field. (6 end notes and 18 references) (CGD)

ED 294 583 IR 052 366

Kolb, Audrey

A Manual for Small Libraries in Alaska.
Alaska State Library, Juneau.
PUB DATE- 87
NOTE- 393p.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Library Administration; Library Catalogs; Library Collection Development; Library Facilities; Library Material Selection; Library Personnel; *Library Planning; *Library Services; *Public Libraries; Volunteers
IDENTIFIERS- *Alaska; *Small Libraries

Intended as a guide and resource for staff and volunteers in small public libraries in Alaska, this manual is divided into the following chapters: (1) "Establishing a Library," which covers the establishment by ordinance or by organization of a non-profit corporation, information on drafting bylaws, and the role and responsibilities of the library board or committee; (2) "The Library Building," which discusses planning, shared use facilities, grants, construction, furnishings, equipment, shelving, and sign systems; (3) "Administering the Library," which considers funding, state grants, purchasing and receiving, management tips, copyright, public relations/public information, and volunteers; (4) "The Library Collection," which presents information on selection, ordering, processing, and weeding of books, periodicals, and audio-visual media; (5) "Operating a Library," which describes the arrangement of the collection, classification and cataloging, the card catalog and shelflist, circulation, the Alaska Library Network Catalog and Alaska State Library Film/Video Catalog, and interlibrary loan; (6) "Selection Policies," which covers the mission statement and goals, responsibility for selection, criteria, procedures, policies on controversial materials, reconsideration, and weeding; (7) "Programming," which suggests resources and program ideas; and (8) "Procedures," which discusses the importance of procedures and the design of a manual, and provides examples. The appendixes include a number of sample documents corresponding to these topics. (MES)

ED 294 640 JC 880 253

Art Education in American Community Colleges. Final Report.
Center for the Study of Community Colleges, Los Angeles, Calif.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 30 Jun 88
NOTE- 136p.
GRANT- 860-1095
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Art Education; *Community Colleges; *Fine Arts; Majors (Students); National Surveys; *Student Characteristics; Student Educational Objectives; Theater Arts; Two Year Colleges; *Two Year College Students; Visual Arts

A national study was conducted by the Center for the Study of Community Colleges to investigate the status of art education in community colleges. The study involved a review of the literature, a survey of 1,200 students enrolled in advanced art classes in 120 community colleges, a survey of the chairs of fine and performing arts departments in 109 colleges, and a fine and performing arts curriculum analysis based on 109 colleges. Study findings included the following: (1) studio art and music were taught in more than 80% of the colleges, each accounting for 43% of the enrollment in the arts; (2) theatre was taught in more than half, and dance in around one-third of the colleges; (3) twice as many colleges reported increasing enrollment in the arts than those reporting decreasing or stable enrollment; (4) five of eight art enrollees were in classes for which there was a prerequisite; (5) half of the students were aged 21 or younger and 20% were aged 35 or over; (6) 75% of the younger group aspired to the baccalaureate, while nearly half of the older group were attending for personal interest; (7) although few students had been involved professionally with the arts before entering college, 38% said that within 5 years they expected to be earning a significant proportion of their income from the arts; and (8) musical events dominated the list of arts-related activities produced in association with community groups. (EJV)

ED 294 655 PS 017 256

Miyake, Kazuo, Ed.; Chen, Shing-jen, Ed.
Research and Clinical Center for Child Development Annual Report, 1986-1987. No. 10.
Hokkaido Univ., Sapporo (Japan). Faculty of Education.
PUB DATE- Mar 88
NOTE- 68p.; For 1982-83 report, see ED 250 060 and for 1984-85 report, see ED 275 443.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTORS- *Affective Behavior; Attachment Behavior; Cognitive Development; Foreign Countries; *Individual Development; *Infants; *Inhibition; *Mothers; Parent Child Relationship; Perception; Research Needs; Social Experience
IDENTIFIERS- *Crying; Europe; *Japan

Provided in this annual report, the 10th of a series, are the texts of four papers presented at a preconference workshop on new directions for infancy research. The papers focus on the middle European contribution to infancy research, main themes in European research on infant perception and cognition, an innovative therapeutic approach to establishing emotional mutuality in Japanese cases of interactional failure in early infancy, and new directions for infancy research. Also included in the report are three related articles focusing on a dynamic systems approach to the development of the organization of infant crying, expressive behavior of Japanese mothers in response to their 5-month-old infants' negative and positive expression of emotion, and behavioral inhibition and social experience of 12-month-old infants. Also provided are the preconference's opening statement by Kazuo Miyake, Director of the Research and Clinical Center for Child Development, Faculty of Education, Hokkaido University, the workshop schedule, and reflections on the workshop by Sing-jen Chen, also of Hokkaido University's Faculty of Education. (RH)

ED 294 670 PS 017 344

Bunish, Norbert T.
Using Vocabulary Acquisition To Improve the Performance in Reading and Attitude of Students in Second Grade.
PUB DATE- 88
NOTE- 130p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Elementary School Students; Grade 2; Primary Education; *Program Development; Reading Comprehension; *Reading Improvement; *Receptive Language; *Student Attitudes; *Vocabulary Development

Written by a counselor-teacher-program coordinator working in an urban elementary school, this practicum aimed to improve the receptive vocabulary development program for second grade students. Specific goals were to: (1) improve second grade students' receptive vocabulary; (2) use students' improved receptive vocabulary to increase their reading comprehension; and (3) improve students' attitude toward reading through their experience of success in vocabulary development activities and reading vocabulary and comprehension tests. To attain these goals, a receptive vocabulary development program based on the selection and combination of various techniques was implemented. Techniques used involved context clues, increased time on task, explicit phonics instruction, parental involvement, the use of multisensory activities, student motivation, and exposure to a variety of written and printed materials. Evaluation data indicated that all participating students enlarged their receptive vocabulary, increased their reading comprehension, and improved their attitude toward reading. It is concluded that a receptive vocabulary development program which uses a variety of quick-paced multisensory activities, combined with a sustained silent reading program with home and school components, can increase reading comprehension as well as improve students' attitudes toward reading. Sample program materials are appended. (Author/RH)

ED 294 685 PS 017 363

Warger, Cynthia, Ed.
Public School Early Childhood Programs. A Resource Guide.
Association for Supervision and Curriculum Development, Alexandria, Va.
REPORT NO.- ISBN-0-87120-151-8
PUB DATE- 88
NOTE- 205p.
AVAILABLE FROM- Association for Supervision and Curriculum Development, 125 North West Street, Alexandria, VA 22314-2798 (ASCD Stock No. 611-88036, $11.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Development; *Early Childhood Education; *Economically Disadvantaged; *Educational Practices; *Educational Quality; Educational Research; Educational Resources; Educational Theories; Educational Trends; Kindergarten; Preschool Education; Program Descriptions; Public Schools; *School Involvement
IDENTIFIERS- *Developmentally Appropriate Programs; *Resistance to Change

The purpose of this book is to illuminate issues and concerns about decisions that administrators and teachers must make regarding their preschool programs. To that end, the book provides insights on the theory, research, and practice of preschool education. Individual papers concern: (1) a comprehensive overview of preschool practices; (2) what children should be doing in light of developmental theory and contemporary research on children's intellectual and social development and a model for organizing an intellectually oriented curriculum; (3) the resistance to the implementation of developmentally appropriate educational practice with young children and the argument that such practice challenges the values and beliefs of many educators; (4) quality in early childhood education and findings of the Perry Preschool Project; (5) direct instruction of economically disadvantaged kindergarten children; and (6) public school involvement in early childhood education. Concluding materials offer descriptions of 19 public preschool programs that reflect various elements of quality programming and current practice, and a list of resources for educators. (RH)

ED 294 760 SE 049 164

Licht, Norman
Problem-Solving Research with Computers.
PUB DATE- 88
NOTE- 32p.; Graphs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Mathematics; *Computer Assisted Instruction; Computer Uses in Education; Divergent Thinking; Educational Research; Educational Technology; Geometric Concepts; *Geometry; *Heuristics; Higher Education; *Learning Strategies; Mathematics Education; Mathematics Instruction; *Problem Solving; Puzzles
IDENTIFIERS- Analogies; Mathematics Education Research

This study examined whether analogy or means-ends strategies (heuristics) would be used to solve geometric puzzle-like problems, which were generated by a microcomputer. The subjects in the two-group experiment were undergraduate students enrolled in an introductory psychology course at Potsdam College (New York). One group of subjects learned about analogy problem solving. The other served as control. The computer was used as a conveyence for the treatments being examined. An original computer program was used to collect, organize, and manage the data generated by subjects, as they worked on puzzle-like problems. The results indicated that subjects preferred to use means-ends strategies to solve the computer-generated problems. The findings verify the conclusions of earlier means-ends studies in which devices other than computers were used. It was suggested that further research include the special attributes of computers to train means-ends and analogies heuristics in problem solving. Thirty-six references are provided, as well as five figures which illustrate the problems and correct and incorrect responses. (PK)

ED 294 775 SO 018 593

Higa, Harold
The Honolulu Symphony In-School Ensembles.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
REPORT NO.- RS-85-7385
PUB DATE- Jan 85
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Concerts; Elementary Education; Learning Activities; Musical Instruments; *Music Education; *Orchestras; *School Community Programs
IDENTIFIERS- *Music Ensembles

The Honolulu (Hawaii) Symphony Orchestra's commitment to education includes young people's concerts and in-school ensembles. The purpose of this booklet is to enhance the educational potential of in-school concerts through the presentation of information about the orchestra and music related concepts. Part 1 describes the orchestra's personnel, the in-school ensembles' purposes and compositions, and the differences between orchestras and ensembles. Part 2 explains: (1) audience responsibility and listening skills; (2) ensemble instruments in terms of the string, woodwind, brass, and percussion families; and (3) suggested elementary level pre-concert and post-concert class activities. Part 3 contains a source list for obtaining pictures of musical instruments, along with an annotated list of 12 films, recordings, filmstrips, and books that can be used as resource materials. Pictures of musical instruments are included. (JHP)

ED 294 422 FL 017 150

Cole, Richard
A Vous de Parler. French Trainee Book.
Peace Corps, Rabat (Morocco).
PUB DATE- 83
NOTE- 365p.
LANGUAGE- French; English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Audiolingual Methods; *Daily Living Skills; Dialogs (Language); Foreign Countries; *French; Geography; *Grammar; *Interpersonal Communication; Introductory Courses; Second Language Instruction; Time; Travel; Voluntary Agencies
IDENTIFIERS- Peace Corps

A set of instructional materials for French is designed for Peace Corps volunteer language instruction and geared to the daily language needs of volunteers in Morocco. It consists of 38 units containing mini-dialogues, related grammatical and cultural information, vocabulary, and exercises. Unit topics include introductions, information giving and getting, numbers, basic arithmetic, description, housing, the family, expressions of time, money, geography, finding and renting an apartment, illness and body parts, weather, house repairs, and an automobile accident. A verb index is included. The materials are intended for use with a teacher's guide. (MSE)

ED 294 497 HE 021 439

Suskie, Linda A.

Survey Research: What Works for the Institutional Researcher. Institutional Research Information Series No. 1.

North East Association for Institutional Research.
PUB DATE- 88
NOTE- 102p.
AVAILABLE FROM- North East Association for Institutional Research, C/O Larry Metzger, Ithaca College, Ithaca, NY 14850 ($12.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Higher Education; *Institutional Research; *Measurement Techniques; *Questionnaires; *Research Design; Sampling; *Statistical Analysis; *Surveys

A guide to survey research is presented for both novice and experienced researchers. Steps of the survey research process are covered: (1) planning the survey to determine the purpose of the study, collecting background information, designing the sample, and making a time line for completing the project; (2) questionnaire design, including the pros and cons of various question formats; (3) questionnaire development, including concepts such as maximizing response rate and establishing validity and reliability; (4) details of conducting a survey such as preparing a cover letter, pilot testing, and making followup mailings; (5) preparing the returned survey for data processing (editing and coding); (6) choosing the most appropriate statistical analysis for the data; and (7) reporting survey results. A question and answer format and an informal style have been used in the guide. Appendices provide: a sample time line for a survey research project, examples of questionnaires, and an example of a cover letter. (SW)

ED 294 627 JC 880 239

Witt, Allen A.
The Junior College Movement: An Historical Review.
Florida Univ., Gainesville. Inst. of Higher Education.
PUB DATE- 88
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- College Role; *Community Colleges; *Educational Change; *Educational History; Educational Trends; Literature Reviews; Postsecondary Education; Social Change; *Two Year Colleges; *United States History
IDENTIFIERS- *Harper (William Rainey)

The origins and early history of the American junior college are examined in this essay, with reference to the differences between the junior college movement and its successor, the community college movement. The first section cites conflicting sources concerning the time period in which the junior college movement began, with cited dates varying from as early as the 1830s to as late as the 1940s. Arguing that two-year colleges established before the beginning of the 1900s were created to meet local or religious needs, the paper suggests that these early colleges were unconnected to the community college movement today. This section also examines the continuous increase in the number of colleges and enrollments since 1900, and highlights such significant dates as the awarding of the first associate degree in 1900 and the founding of early junior colleges. After noting the first applications of the term "movement" to the creation of public junior colleges, the essay discusses the dual nature of the "junior college movement," focusing on elitist efforts to separate the first two years of college education and reformist efforts to democratize higher education. Next, the synthesis of these two educational tendencies is examined, highlighting the role played by William Rainey Harper in establishing the purpose and direction of the junior college. Finally, a discussion is presented of the differences between the junior and community college movements, arguing that the comprehensive community college is a logical extension of the junior college movement. (MDB)

ED 294 700   RC 016 517

Zhang, Zhi Yi
Attitudes of Young People in China to Family Formation. A Study in Urban and Rural Areas in Beijing and Sichuan.
China Sociology Inst., Beijing.
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
REPORT NO.- ISBN-92-3-102093-5
PUB DATE- 84
NOTE- 123p.; Prepared in collaboration with the Institute of Juvenile Studies.
AVAILABLE FROM- The Unesco Press, 7 Place de Fontenoy, Paris, 75700, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Books (010)
DESCRIPTORS- Attitude Change; *Attitudes; Birth Rate; *Chinese Culture; Cultural Influences; Demography; Educational Attainment; Family Planning; *Family Size; Family Structure; Foreign Countries; Population Trends; Regional Attitudes; *Rural Urban Differences; Sex Differences; Socioeconomic Status; *Young Adults
IDENTIFIERS- *China (Beijing); *China (Sichuan)

The attitudes of young Chinese people toward family formation are examined giving insights to the varying attitudes of young men and women according to rural or urban setting, educational levels, types of employment, economic status, and proximity to centers of economic and social development. Information is also provided on population policies and programs of the People's Republic of China and the perception thereof by young men and women--especially the latter--living in differing social and cultural conditions. Youths from industrial, agricultural, educational, public health, art and financial services--between the ages of 15 and 30--living in rural and urban areas of Beijing and Sichuan were chosen as the research target. Of 4,523 questionnaires distributed in 1979, 60.51% (3,921) were valid (53% from males and 47% from females). Findings showed urban areas differed from rural areas, with the ideal number of children between 1 and 1.5 in urban areas, and 1.5 and 2 in rural areas; different professions had different ideas about the ideal number; young urban women showed a tendency to prefer fewer children than men, but the reverse was true in rural areas; the higher the educational and economic standard, the lower the ideal number of children. (JMM)

Barman, Charles R.
Assessing the Effectiveness of Instructional Materials Designed for Elementary Science Methods Students.
PUB DATE- 88
NOTE- 16p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988). Contains some small print which may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Science; Higher Education; Learning Processes; *Preservice Teacher Education; *Questioning Techniques; Science Education; Scientific Attitudes; Teacher Attitudes; Teaching Methods
IDENTIFIERS- Science Education Research

A set of elementary science preservice materials was developed and field-tested. The main objectives of these materials were to: (1) assist undergraduate elementary science methods students in developing a working definition of science and the scientific enterprise; (2) help students learn about effective questioning techniques; (3) introduce students to the learning cycle; and (4) demonstrate how the learning cycle can be applied to classroom instruction. The objective of this project was to determine the effectiveness of the preservice materials. This project included an evaluation of students' working definition of science, their understanding of effective questioning techniques in teaching, and their approach to developing science lessons. Forty-eight elementary education majors participated in this assessment. At the first class session of each methods course, the students were given a pretest to assess their background and knowledge in relation to the main objectives of the preservice materials. At the end of the semester, the students were given a posttest to assess how effectively the objectives of the preservice materials were met.

The results indicated that after using the preservice materials, the students made significant gains in their knowledge of the nature of science and in the application of specific teaching techniques. (CW)

ED 294 438 FL 017 370

Suzuki, Hiroko; Sato, Taeko
The Effects of Rhetorical Instruction on Recall Protocols.
PUB DATE- Nov 86
NOTE- 27p.; Paper presented at the Japan Association of Language Teachers' International Conference on Language Teaching and Learning (Seirei Gakuen, Hamamatsu, Japan, November 22-24, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; College Students; *Discourse Analysis; *English (Second Language); Higher Education; Japanese; *Listening Comprehension; *Recall (Psychology); *Rhetoric; Second Language Instruction; Uncommonly Taught Languages

A study investigated whether instruction focusing on text structure would affect Japanese college students' listening comprehension. Subjects of the study were 29 students of a women's junior college and 38 students of a national university. Three passages were selected for their comprehensibility of content, short length, and readability. Each was rhetorically organized to show causation, and had a like number of "nodes" or meaningful components. A Japanese passage with a rhetorical framework of comparison, not causation, was also chosen. The students listened to two recordings of the passages, one without rhetorical instruction and one including brief instruction on the rhetorical organization. Tests of recall of the nodes were administered after each listening session. Knowledge of vocabulary was also tested. In the analysis of results, four subject groups emerged: (1) no significant improvement or difference in recall of the English passage, but significant recall of the Japanese passage; (2) some improvement on the English passages after instruction, but not sufficient to grasp main ideas; (3) good initial recall, but with confusion about the second English passage; and (4) no instructional effects. The rhetorical instruction may aid in listening to the target passage more precisely, but knowledge of the text structure does not change the learners' listening process. (MSE)

ED 294 455 FL 017 390

Uemichi, Isao S.
How To Teach Literature in EFL/ESL Classes.
PUB DATE- 14 Apr 88
NOTE- 9p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (22nd, Edinburgh, Scotland, April 11-14, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiotape Recordings; *Communicative Competence (Languages); Curriculum Design; *English (Second Language); Films; Foreign Countries; Higher Education; *Literature Appreciation; *Media Selection; Second Language Instruction; Teaching Methods

IDENTIFIERS- *Japan
A university teacher of English as a second language in Japan describes his rationale, methods, and materials for teaching language through literature. Literature was chosen for its intellectual sophistication and ability to motivate adult learners. The use of recorded readings and/or video or filmed versions of texts is recommended as a means of saving time, and a number of readings and films are suggested as appropriate. All are brief enough to be used in an instructional period of 90-110 minutes. The film version is preferred over the recorded reading because it is more easily understood, allows for the teaching of the piece as an integrated whole, and saves class time that can be used for its criticism. A sample syllabus is included, with some discussion of the reasons for selecting and sequencing the works for instruction in Japan. (MSE)

ED 294 569 IR 013 236

Cambre, Marjorie A.; Zugner, Lisa Crooks
A Reappraisal of Instructional Television. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 87
NOTE- 3p.; This digest is based on "A Reappraisal of Instructional Television" by Marjorie A. Cambre (Syracuse, NY: ERIC Clearinghouse on Information Resources, 1987).
CONTRACT- 400-85-0001
AVAILABLE FROM- ERIC/IR, 030 Huntington Hall, Syracuse, NY 13244-2340 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Educational Television; Elementary Secondary Education; Evaluation Methods; Futures (of Society); *Television Research
IDENTIFIERS- ERIC Digests; ITV Futures Planning Group

The role of instructional television (ITV) in elementary and secondary education is assessed, beginning with an overview of the history of the medium from the first experimental educational broadcasts in 1933 to the present. Research in the area is reviewed, and three primary methods of evaluation are identified: (1) basic research, which measures the effects of a medium or its varied aspects on an intended audience; (2) formative evaluation, which is intended specifically to assist those responsible for the creation of new program material; and (3) impact studies, which analyze the effectiveness of programs or series after a period of actual use. ITV issues for the future and the activities of the ITV Futures Planning Group are also discussed. (12 references) (MES)

ED 294 599 JC 870 506

Faculty Personnel Policy Statement Adopted by the Board of Governors of the Pima County Community College District, State of Arizona, for 1987-88.

National Education Association, Washington, D.C.; Pima County Community Coll. District, AZ. Board of Governors.

PUB DATE- 87
NOTE- 103p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Department Heads; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; Personnel Policy; Released Time; Teacher Dismissal; Teacher Retirement; Teacher Salaries; Tenure; Two Year Colleges; Unions
IDENTIFIERS- National Education Association; *NEA Contracts; Pima Community College AZ

This policy statement, adopted by the Board of Govenors of the Pima County Community College District in 1986, sets forth the personnel policies for faculty in the district. The 15 articles in the agreement include the preamble and related statements and cover the following topics: (1) conditions of work, including general responsibilities, workload, load hours, accountability, overload and supplemental agreements, and department chairs; (2) faculty employment, including policies related to non-discrimination, faculty appointment, salary schedule placement, seniority, contract renewal, and personnel files; (3) professional status, including provisions related to academic freedom, faculty and student evaluations, and activity in professional and charitable organizations; (4) full-time, summer, and substitute salary rates; (5) benefits, including health care, life insurance, and social security; (6) leaves of absence; (7) professional growth and development programs; (8) voluntary and involuntary transfers; (9) discipline, suspension, and termination; (10) complaints against faculty; (11) miscellaneous conditions of employment related to patents, copyrights, royalties, outside employment, out-of-pocket expenses, and retraining; (12) retrenchment of faculty; (13) grievance procedures; and (14) rights of the bargaining unit. Appendixes explain the process for recognizing and negotiating with employee groups; present the final report of the Task Force on Academic Organization on such topics as academic articulation and communication, class size, department chairpersons, faculty mobility, and non-traditional faculty roles; and provide information on the charge of the Task Force on Employee Assistance Program, the college's early retirement program, and the development of a faculty personnel procedures manual. (MDB)

ED 294 613   JC 870 525

Selected Collective Bargaining Agreements of Wisconsin Two-Year Colleges.
National Education Association, Washington, D.C.
PUB DATE- 87
NOTE- 791p.
LANGUAGE- English
EDRS Price - MF05/PC32 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Department Heads; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; Personnel Policy; Released Time; Teacher Dismissal; Teacher Retirement; Teacher Salaries; Tenure; Two Year Colleges; Unions
IDENTIFIERS- National Education Association; *NEA Contracts; *Wisconsin

Collective bargaining agreements between the boards of trustees and faculty associations of 13 selected community college districts in Wisconsin are presented, representing contracts in effect in 1987. Contracts for the following colleges and districts are presented: Blackhawk Technical Institute; Fox Valley Technical Institute;

Gateway Technical Institute; Lakeshore Technical Institute; Mid-State Technical Institute; Madison Area Technical College; Milwaukee Area Technical College; Moraine Park Technical Institute; North Central Vocational, Technical and Adult Education District; Northeast Wisconsin Technical Institute; Southwest Wisconsin Vocational-Technical Institute; Waukesha County Technical Institute; and Wisconsin Indianhead Vocational, Technical and Adult Education District. With some variation among the agreements in terms of coverage and detail, the following topics are dealt with: recognition of bargaining agent; management, employee, and association rights; grievance procedures; personal and professional leaves of absence; employee working conditions; salaries; insurance and other benefits; a no strike clause; the college calendar; faculty workload; retirement; teacher discharge and discipline; personnel files; and academic freedom. Salary schedules are appended to many of the agreements. (EJV)

ED 294 713 SE 049 042

Kaput, James J.; Pattison-Gordon, Laurie
A Concrete-to-Abstract Software Ramp: Environments for Learning Multiplication, Division and Intensive Quantity. Technical Report 87-8.
Educational Technology Center, Cambridge, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 87
NOTE- 51p.; Some drawings and charts may not reproduce well.
CONTRACT- 400-83-0041
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; Computer Uses in Education; Courseware; *Division; *Elementary School Mathematics; Elementary Secondary Education; *Mathematics Curriculum; Mathematics Education; Mathematics Instruction; *Multiplication; *Secondary School Mathematics

This document is intended to describe several software learning environments in an order that parallels a reasonable sequence of use by students. It also describes a planned an designed, but not yet implemented, extension of these environments from the discrete to the continuous case. Each of the implemented environments was developed in continuous collaboration with teachers and their students from grades three to eight. An important characteristic of these environments is their systematic linking of concrete representations, beginning with iconic representations, to more abstract representations. The report is designed to serve two functions: (1) as an overview to learning the conceptual field of multiplicative structures; and (2) as a guide to software environments. The remainder of the report is organized according to the design of the software environments. This includes descriptions of the icon-based calculation environments, the environment that introduces the numerical and graphic representations, the algebraic representations that extend these environments, the sampling environments, and finally the transitions to the continuous environment. (TW)

ED 294 744 SE 049 138

Feinberg, Miriam M.

Solving Word Problems in the Primary Grades: Addition and Subtraction.

National Council of Teachers of Mathematics, Inc., Reston, Va.
REPORT NO.- ISBN-0-87353-255-4
PUB DATE- 88
NOTE- 35p.
AVAILABLE FROM- National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091 ($7.00, 10 or more copies less 20% discount).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Addition; *Basic Skills; *Computation; Elementary Education; *Elementary School Mathematics; Manipulative Materials; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Problem Sets; *Problem Solving; Subtraction; *Word Problems (Mathematics)

The purpose of this manual is to present a series of lessons on solving word problems, each focusing on a specific concept. The solving of story problems should be incorporated into the daily mathematics lesson so that children can maintain and increase their skills. The lessons are sequenced according to their complexity. Lessons one through seven lend themselves to "modeling," either by having children act out the situation or by using manipulatives. As the problems become more complex, the children progress to semiabstract modeling using diagrams, pictures, and graphs. In lesson eight the focus is on analyzing the problem and assessing the reasonableness of answers. Diagrams remain an important tool. Children who continue to require the use of manipulatives should be encouraged to use them. Reproducible sample pages are included for each lesson to be used for practice. Each practice page includes problems covering not only the concept developed in that particular lesson but also previously developed concepts. (PK)

ED 294 379 EC 202 548

Lee, Marjorie; Tenpas, Steven
Special Education Parents Alliance. Parent-Professional Teamwork Employment Project for Persons with Disabilities: "How-To" Booklet.
Special Education Parents Alliance, Glen Ellyn, IL.
SPONS. AGENCY- Illinois State Dept. of Rehabilitation Services, Springfield.
PUB DATE- Mar 87

NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business; *Disabilities; Employment Opportunities; *Employment Programs; Financial Support; Individualized Programs; *Job Placement; Job Search Methods; Job Training; Parent Associations; *Parent Participation; *Program Development; *Teamwork; Volunteers
IDENTIFIERS- Illinois (Cook County); Illinois (DuPage County)

The Special Education Parents Alliance created an employment project seeking jobs in the business community for special education graduates and other persons with disabilities. The project serves learning disabled, educable mentally handicapped, trainable mentally handicapped, and physically disabled persons in DuPage County and portions of west suburban Cook County in Illinois. The program aims to secure individualized placements for each applicant according to his/her skills, special interests, and parental preferences. This report documents the history of the Alliance's involvement in the job development process and its uniqueness as a parent-initiated project with a high level of volunteer activity. To assist others in establishing similar programs, it discusses: (1) economic incentives available to employers through tax credits and training subsidies; (2) methods for acquiring funding; and (3) techniques used by a job coach in the process of job search, job placement, and job support, from the initial contact with the job applicant to the fading of job support. (JDD)

ED 294 394 EC 202 565

Bondanza, Julie

The New Assertive You.
Gallaudet Coll., Washington, D.C. Pre-College Programs.
PUB DATE- 84
NOTE- 64p.
AVAILABLE FROM- Gallaudet University, Pre-College Programs, 800 Florida Ave., N.E., Washington, DC 20002 ($7.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adolescents; *Assertiveness; Daily Living Skills; *Deafness; *Hearing Impairments; *Interpersonal Competence; Interpersonal Relationship; Nonverbal Communication; Role Playing; Secondary Education; Self Esteem; *Self Evaluation (Individuals); Self Expression; *Skill Development; Social Behavior

This workbook provides exercises, role-playing activities, and self-evaluation activities to help deaf adolescents become more aware of their level of assertiveness and the ways assertive behavior can assist in daily living situations. Assertiveness is different from aggressiveness and passiveness, and many people learn through their families and their culture to not be assertive. Many factors may interfere with assertiveness, such as socialization, fear, and guilt. Individuals have problems being assertive because they have problems saying "no," asking for help, expressing feelings, expressing ideas, and asking for information. Individuals who lack assertiveness can be easily manipulated by other people. It is important that deaf individuals: analyze their strengths; become more responsible; know their rights; be persistent; use "I" messages to express feelings without blaming, nagging, or judging the other person; and understand the significance of nonverbal communication through facial expression, eye contact, gestures, body movements, and posture. (JDD)

ED 294 408 EC 202 579

Haller, Otto; And Others
Restrictive Procedures Baselines.
Vocational and Rehabilitation Research Inst., Calgary (Alberta).
SPONS. AGENCY- Alberta Social Services and Community Health, Edmonton.
PUB DATE- Nov 87
NOTE- 41p.; Funding was also provided by the Alberta Priority Employment Position and Summer Temporary Employment Program grants.
AVAILABLE FROM- Vocational and Rehabilitation Research Institute Resource Centre, 3304 33rd St., N.W., Calgary, Alberta T2L 2A6, Canada (free).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Behavior Modification; Group Homes; *Interaction Process Analysis; *Mental Retardation; Naturalistic Observation; *Observation; Personal Autonomy; Rehabilitation; Sheltered Workshops
IDENTIFIERS- *Restrictive Procedures

Prior to the adoption of a Restrictive Procedures Guidelines Draft, baseline measures on the use of restrictive procedures were collected by observing selected retarded adult clients (N=13) in seven pre-selected settings (group homes or vocational shops) of the Vocational and Rehabilitation Research Institute (VRRI) in Calgary, Alberta. An observer recorded client/staff interactions thought to lead to the use of restrictive procedures. Observations were categorized by two independent researchers and reliability measures were obtained. Categorization reached acceptable consistency (p=.001). The results indicated that 71% of observed client/staff interactions consisted of other than restrictive procedures. Most of the restrictive procedures employed limited movement. The overall rate of the use of restrictive procedures was 1.54 per hour. Depending on the setting, the rate varied from 0.00 to 6.00 per hour. Suggestions were made for improving the methods of similar studies and for improving the behavior modification aspects of the programs. (Author/DB)

ED 294 423 FL 017 151

Hanchey, Stephen; Francis, Timothy P.
Mauritanian Arabic. Communication and Culture Handbook. Peace Corps Language Handbook Series.
Experiment in International Living, Brattleboro, VT.
SPONS. AGENCY- Peace Corps, Washington, D.C.

PUB DATE- 79
NOTE- 323p.
LANGUAGE- English; Arabic
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Arabic; Behavioral Objectives; Conversational Language Courses; Cultural Education; Daily Living Skills; Developing Nations; Foreign Countries; Grammar; *Interpersonal Communication; Introductory Courses; Proverbs; *Regional Dialects; Second Language Instruction; Social Behavior; Uncommonly Taught Languages; Vocabulary; Voluntary Agencies
IDENTIFIERS- *Arabic (Mauritanian); Peace Corps

A set of instructional materials for Mauritanian Arabic is designed for Peace Corps volunteer language instruction and geared to the daily language needs of volunteers. It consists of introductory sections on language learning in general, the languages of Mauritania, pronunciation of the Hassaniya dialect, and the textbook itself, and 30 lessons on these topics: greetings and responses, continuing a conversation, personal information, Mauritanian geography, expressions and concepts of time, shopping, foods, jobs and occupations, language learning, idioms, making tea, descriptions of residence, places and landmarks, travel, the role of the volunteer in development, development vocabulary, daily activities, description, colors, hospitality and courtesy, Islam and religious vocabulary, describing the past, school, climate and seasons, the desert, health and body parts, the tailor, housing and furnishings, and agriculture. Proverbs, a list of language behavioral objectives, and an English-Hassaniya glossary are appended. (MSE)

ED 294 484 HE 021 420

Fraas, Charlotte Jones; Stedman, James B.
The Guaranteed Student Loan Program: Current Status, Background, and Issues. CRS Report for Congress, 87-815 EPW.
Library of Congress, Washington, D.C. Congressional Research Service.
PUB DATE- 8 Oct 87
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Budgets; Educational Finance; *Federal Aid; Financial Needs; Financial Support; Higher Education; Loan Repayment; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Guaranteed Student Loan Program; Loan Default

A description of the current provisions of the Guaranteed Student Loan (GSL) program is provided along with an analysis of the GSL budget, a summary of up-to-date statistics on participation in the program, and a review of continuing issues related to the program. These federally reinsured loans are usually made by private lenders to students for college expenses, and they are the largest source of federally supported student aid. The GSL program is described in terms of: regular GSLs; provisions affecting borrowers and lenders (loan limits, interest rates, repayment, deferments, borrower fees, lender, special allowance, loan disbursement, and lender of last resort); provisions affecting guaranty agencies (insurance and collection, reinsurance fee and funding); supplemental loans for students (SLS) and PLUS loans (eligible borrowers, loan limits, interest rates, repayment terms, and refinancing); and consolidation loans. Information on the GSL budget includes the GSL program as an entitlement and major elements of the GSL budget (obligations, offsetting collections, and unobligated balances). Current program data includes loan volume, average loan size, participation in the GSL program, and GSL defaults. Some of the current GSL program issues are defaults, appropriate recipients, and debt burden. Tables are included. 28 references. (Author/SM)

ED 294 513   HE 021 562

Leveraging Information Technology. Track VI: Hardware/Software Strategies.
CAUSE, Boulder, Colo.
PUB DATE- 88
NOTE- 90p.; In: Leveraging Information Technology. Proceedings of the CAUSE National Conference (Tarpon Springs, FL, December 1-4, 1987); see HE 021 556.
AVAILABLE FROM- CAUSE Exchange Library, 737 Twenty-Ninth Street, Boulder, CO 80303 (Individual papers available for cost of reproduction).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Administration; *Computers; *Computer Software; Cooperative Programs; Decentralization; Delivery Systems; Higher Education; *Information Technology; *Management Information Systems; Private Colleges; School Business Relationship; State Universities
IDENTIFIERS- Carnegie Mellon University PA; *CAUSE National Conference; Hamilton College NY; San Francisco State University CA; University of Hartford CT; Virginia Polytechnic Inst and State Univ; Wittenberg University OH

Seven papers from the 1987 CAUSE conference's Track VI, Hardware/Software Strategies, are presented. They include: "Integrated Systems--The Next Steps" (Morris A. Hicks); "Administrative Microcomputing--Roads Traveled, Lessons Learned" (David L. Smallen); "Murphy's First Law and Its Application to Administrative Computing" (Mary Lawarre Cox and William E. Updegraff); "Leveraging Relational Technology through Industry Partnerships" (Leonard M. Brush and Anthony J. Schaller); "Strategies to Implement Technology to Manage and Deliver Educational Programs in a Decentralized Organization" (Thomas R. McAnge, Jr.); "Fourth Generation Languages in a Production Environment" (Sharon P. Hamilton); and "Automated Design Tools: Paradise or Promises?" (David Battleson, Marshall Drummond, John Moylan, and Ruth Strausser). (LB)

ED 294 540 IR 013 085

Richardson, Kay; Corner, John
Reading Reception: Mediation and Transparency in Viewers' Accounts of a TV Programme.
PUB DATE- Jul 86
NOTE- 37p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; *Audiences; *Content Analysis; *Ethnography; Foreign Countries; Interviews; Language Research; *Mass Media;

Recognition (Psychology); Sociocultural Patterns; Television Research; *Television Viewing
IDENTIFIERS- *England (Liverpool)

This paper addresses questions about the processes involved when viewers "make sense" out of the diverse visual and aural signs of a television program and then render that sense in a spoken account. A pilot study was conducted to explore the manner in which modes of viewing, and talk about viewing, include or exclude recognition of non-fiction television as motivated discourse despite its conventions of naturalistic representation. Sixteen Liverpool respondents representing a mix of gender, class, and occupation, were individually interviewed in one-to-one sessions of about an hour's duration immediately after he/she had watched a British Broadcasting Company (BBC) 2 documentary about life on the dole in their city. Responses were categorized as transparent, mediated, displaced, or manipulative. The contributions of one particular participant/speaker are used to illustrate the findings of this preliminary research because of the important classic structural, stylistic, and thematic features that appeared in his responses. Reactions of other participants to this individual are then described in terms of the connections they make between their attitudes toward him, their understanding of the program, and his function in their reactions to the program. It is concluded that, in exploring the social character of media reception, a much more extensive literature of documentation and attempted analysis will be required. (17 references) (CGD)

ED 294 554 IR 013 101

Whannel, Garry

The Head to Head That Had to Happen: A Case Study of Television Sport and Entrepreneurship.

PUB DATE- Jul 86

NOTE- 42p.; Paper presented at the International Television Studies Conference (London, England, April 10-12, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Athletics; Audiences; Blacks; *Competition; Cultural Influences; *Economic Factors; *Entrepreneurship; *Females; Foreign Countries; History; News Reporting; Political Attitudes; Public Relations; Team Sports; Television Research

IDENTIFIERS- Apartheid; California (Los Angeles); Olympic Games; South Africa; Spectator Sports; *Sponsors; *United Kingdom

The race between Mary Decker and Zola Budd, a head to head confrontation in the 1985 Olympic Games, is examined within the broader context of the transformation taking place in sports as a result of the combined efforts of television and the economic forces of sponsorship. Athletics is going through this process of transformation both economically and culturally, with a complex connection between the two levels. Athletics has always had a star system, undercover payments, and promoters anxious to organize head-to-head clashes to attract crowds. Now the television audience has to be attracted with a form of entertainment different from live spectator entertainment. The matchmaking role, which has become crucial between the economic and cultural levels, is linked most closely to the emergence of stars and the establishment around them of rivalries, dramas, and narratives. More promoters and more sponsors will continue to pressure the small number of global stars available as television continues the attempt to reproduce audience-attracting uncertainty, while ensuring a high and consistent quality of entertainment. The athletic authorities will continue the struggle to manage the free market forces they have unleashed, and more head-to-head confrontations will have to happen. A glossary is appended. (62 notes and references) (CGD)

ED 294 584   IR 052 367

Berens, John F.
Reference Procedures Manual and Reference Policies Manual.

Northern Michigan Univ., Marquette. Univ. Libraries.
PUB DATE- Feb 88
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Libraries; Higher Education; *Library Services; *Reference Services
IDENTIFIERS- *Library Procedures

This reference procedures manual for the Northern Michigan University Library covers: (1) desk service, including handling inquiries, recording statistics, problems, responsibility of assistants, referrals, user assistance with the public access catalog, and reference collections; (2) photocopying; (3) database searching; (4) bibliographic services; (5) library instruction and orientation; (6) databases on CD-ROM; (7) term paper counseling; (8) reference correspondence; (9) reference schedule; (10) evaluation of reference services; (11) checking out reference materials; (12) use of the library classroom; (13) ordering reference books; (14) interlibrary loan; and (15) courtesy cards. Guidelines on library emergency procedures are appended. The accompanying policies manual discusses hours and scope of service, users, reference priorities, library instruction, and the reference collection. (MES)

Owens, John E.

Preservice Secondary Mathematics Teachers' Constructs of Mathematics and Mathematics Teaching.

PUB DATE- 88
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April, 1988). Charts may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Mathematics; Educational Research; Higher Education; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Mathematics Tests; *Preservice Teacher Education; Secondary Education; *Secondary School Mathematics; *Teacher Attitudes; Teacher Behavior; *Teacher Characteristics

Repertory grid technique and extensive interviews were used to investigate the personal constructs of mathematics and mathematics teaching held by four preservice secondary mathematics teachers. Kelly's Personal Construct Theory and Perry's developmental scheme provided frameworks for analysis of the experiential, pedagogical, and mathematical perspectives through which the preservice teachers interpreted their undergraduate teacher preparation programs and anticipated their roles as teachers. Mathematical constructs tended to focus on simple algorithmic exercises guided by personal success with pre-college mathematics. Participants generally evidenced neither constructs with which to assimilate the implications of higher mathematics nor the anticipatory schema to deem such material relevant. Role constructs tended to focus on social, versus intellectual, qualities. (PK)

ED 294 776 SO 018 622

The Strategy of Defense: A Critical Examination of Global Conflict. A Secondary Level Curriculum for Social Studies.

National Council for Better Education, Alexandria, VA.

PUB DATE- 87
NOTE- 213p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Disarmament; International Relations; *National Security; *Nuclear Warfare; Secondary Education; Social Studies; World Problems
IDENTIFIERS- *Strategic Defense Initiative; USSR

The purpose of this guide is to encourage a rational understanding of the problems associated with nuclear armaments and to present a constructive approach to finding a solution. Each unit is introduced with a review of new terms, after which the topic is summarized and then is concluded with a vocabulary review and unit examination. Unit 1 examines today's world as it exists in relation to the territorial incursions made by the Soviet Union. Unit 2 synopsizes the major events in Russian and Soviet history. Unit 3 outlines the different types of responses by the United States to Soviet threats. Unit 4 discusses peacemaking strategies of aid, negotiation, armistices, and treaties. Unit 5 describes the Strategic Defense Initiative (SDI). The goal of the SDI program is to remove the threat of first-strike destruction from long-range missiles. The SDI program is geared to intercepting and neutralizing any weapon that exits the atmosphere. The book concludes with answer sheets for the vocabulary lessons, reviews, and examinations. (SM)

ED 294 470 HE 021 398

Jefferson, Anne L.
An Explanation of Government Response to Educational Demands.
PUB DATE- Apr 88
NOTE- 12p.; Paper presented at the Annual Conference of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Administration; Educational Assessment; *Educational Change; Educational Demand; Educational Development; Educational Planning; *Government Role; *Government School Relationship; Higher Education; Institutional Role; *Public Policy; Socioeconomic Influences; Sociology; State Government

As educational demands change, it is important to continually adjust the operation of educational organizations, and this must not be a haphazard adjustment. The effectiveness and fairness of the adjustment changes according to who is viewing it. It is a complex process with great potential for conflict from the vantage point of students, parents, teachers, school administrators, local school authorities, the public, government, organized educational groups, and the courts. What one group sees as fair allocations may be viewed as totally unfair by another group. The school system is a product of the government and does not stand separate. The government is legally accountable for the products in education. Government intervention is imminent during shifts in educational demands. It would be a matter of concern if there was a lack of a sensitive assessment of the changing demands of the school system by the government. In America, state governments have moved toward more centralized control of local school districts. The government action in the United States, Canada, and Australia is called the inbetween response strategy (devolution whereby there is increase in control in conjunction with a decentralization of responsibility). Educational, economical, and socio-political variables affect this strategy. The government must listen to and respond to any interested groups. There must be an appropriate balance of educational and socio-political concerns. (SM)

ED 294 498 HE 021 446

Strategic Planning and Leadership in Continuing Education: Enhancing Organizational Vitality, Responsiveness, and Identity. Jossey-Bass Higher Education Series.
REPORT NO.- ISBN-1-55542-034-6
PUB DATE- 87
NOTE- 247p.
AVAILABLE FROM- Jossey-Bass Inc., 433 California St., San Francisco, CA 94104-2091 ($23.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Responsibility; College Administration; College Environment; *College Planning; Conflict Resolution; *Continuing Education; Higher Education; *Leadership; Marketing; Organizational Climate; Participative Decision Making; School Business Relationship; School Community Relationship; School Effectiveness; Values
IDENTIFIERS- *Strategic Planning

Ways to use strategic planning to enhance leadership in continuing education organizations are discussed in this collection of 12 papers. Paper titles and authors are as follows: "Why Continuing Education Leaders Must Plan Strategically" (Robert G. Simerly); "The Strategic Planning Process: Seven Essential Steps" (R. Simerly); "The Leader's Role in Strategic Planning" (John W. Schmidt); "How To Conduct an Internal Diagnosis of a Continuing Education Organization" (R. Simerly); "Matching Programmatic Emphases to the Parent Organization's Values" (Michael J. Offerman); "Building an Effective Organizational Culture: How To Be Community-Oriented in a Traditional Institution" (Terrence E. Deal); "Managing the Tensions That Go with the Planning Process" (Francis M. Trusty); "Linking Continuing Education to Community and Economic Development" (Gordon H. Mueller); "Developing a Strategic Marketing Plan" (Mary Lindenstein Walshok); "Using Evaluation To Monitor Plans and Assess Results" (Margaret E. Holt); "From Marginality to Mainstream: Strategies for Increasing Internal Support for Continuing Education" (James C. Votruba); and "Achieving Success in Strategic Planning: A Practical Road Map for Continuing Education Leaders" (R. Simerly). 311 references. (SW)

ED 294 526 IR 013 069

McBride, Stephanie
Adspots and Green Eyes: 'National' Identity in Irish TV Commercials and Other 'Marginal' Areas of Irish Television.
PUB DATE- Jul 86
NOTE- 21p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Industry; *Commercial Television; Foreign Countries; Government Role; *Nationalism; Political Influences; *Programing (Broadcast); Socioeconomic Influences; Television Research
IDENTIFIERS- England; *Ireland; *Prime Time Television; United States

This paper discusses the relationship between national identity and the so-called "marginal" areas of Irish television, i.e., advertisements, continuity announcements, and promotional trailers. The following issues are considered: (1) how these "spaces" between television programs compare in terms of use and influence to parliamentary politics, and to nuclear power; (2) the marked differences of these "marginal" areas between programs on Irish television and their British counterparts; and (3) prime time commercials made in Ireland and devoted to the products and services of Irish companies and organizations, or of subsidiaries of foreign companies in Ireland, and how they converge in theme, structure, and convention with party political broadcasts at election time (three nation-building prime time slot commercials are used as illustrations). It is concluded that the discourses in these commercials mobilize an ideological construct of "The Nation" and "national identity," both as a goal and as the means of attaining it; television no longer simply reports elections--it makes elections; and the dominant political version of "national identity" becomes as much a question of trust as the continuity announcement's message, i.e., keep tuned to this station and things are bound to turn out well. (24 references) (CGD)

ED 294 570 IR 013 237

Johnson, Heidi; Churchill, Lynn D.

A Comparison of Computer Based Training vs. Instructor Based Training Using Microsoft Word.

PUB DATE- May 86
NOTE- 64p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for TA (Teaching Assistants) Training.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; Formative Evaluation; Higher Education; *Instructional Effectiveness; *Intermode Differences; *Lecture Method; Microcomputers; Questionnaires; Teaching Assistants; *Training Methods; *Word Processing
IDENTIFIERS- Microsoft Word; *Teaching Assistant Training Project

This study compared the effectiveness of the use of computer-based training (CBT) and instructor-based training (IBT) to train teaching assistants how to use the word processing program Microsoft Word. Thirteen faculty, staff, and graduate student volunteers served as subjects and were randomly assigned to either the computer-based or instructor-based section. Following 10 hours of instruction, students completed a course evaluation and three exercises consisting of an overview of concepts to be covered and a series of commands to be performed on a document. Participants also completed a background survey and a course evaluation questionnaire. Instructor observations on the relative ease for each group of accomplishing various tasks were also used in the assessment. Results demonstrated that the IBT group mastered overall Microsoft Word skills to a greater depth than the CBT group, and suggestions for improving the effectiveness of the computer-based tutorial are offered. Appendixes include the promotional flyer for the class, an outline of course content, sample exercises used for evaluation, and copies of the participant

background survey and the questionnaire. (MES)

ED 294 628 JC 880 240

Ughetto, Richard; Hoerner, James L.
Articulation Models and Systems: High School to Community Colleges and Community Colleges to Four Year Institutions.
Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
SPONS. AGENCY- Virginia State Dept. of Community Colleges, Richmond.
PUB DATE- Oct 87
NOTE- 29p.; Prepared as part of a Professional Development Project for Occupational-Technical Faculty and Administrators.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *College School Cooperation; Cooperative Programs; Higher Education; High Schools; *Intercollegiate Cooperation; Literature Reviews; Models; Policy Formation; Program Administration; Program Descriptions; *Transfer Policy; *Transfer Programs

This paper examines models of community college articulation with high schools and four-year institutions as examples of the facilitation of student transfer at the different levels. The first sections of the paper describe four programs to enhance high school to community college articulation: (1) Sacramento City College (California) and the Sacramento City Unified School District's formation of an Articulation Council to address the problems of underprepared students and eliminate unnecessary duplication of effort; (2) Clark County Community College (Nevada) and the Clark County School District's development of a comprehensive and cooperative partnership to coordinate academic and occupational programs; (3) Cuyahoga Community College's (Ohio) Center for Articulation and Transfer Opportunities; and (4) Thomas Nelson Community College's (Virginia) Secondary/Postsecondary Program to Prepare Master Technicians in Virginia. Next, three models of two-year/four-year college articulation are presented, including the policies and mechanisms used to facilitate transfer from the University of Nevada's community colleges to its four-year campuses; California's articulation plan to promote transfer between community colleges and the state universities and colleges; and Nashville Technical Institute's involvement in an Advanced Technology Articulation Demonstration Project. Concluding comments underscore the importance of upper-level leadership and commitment, faculty involvement, mutual benefit, open and formal communication, and competency-based curricula. (MDB)

ED 294 641 JC 880 255

Harper, Jane; Lively, Madeleine
We've Got the "HOTS" for Foreign Languages: Higher Order Thinking Skills.
Tarrant County Junior Coll., Hurst, Tex. Northeast Campus.
PUB DATE- 7 May 88
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *College Second Language Programs; *Language Skills; *Second Language Instruction; Teaching Methods; Two Year Colleges; *Vocabulary Development
IDENTIFIERS- *Higher Order Skills; *Thinking Skills

Five units of instruction for teaching vocabulary and higher order thinking skills in foreign language classes are presented. Introductory material considers the differences between language fluency and communication, and lists higher order thinking skills as: (1) classifying, verifying, hypothesizing; (2) making associations and generalizing; (3) seeing cause and effect relationships or determining sequence and consequence; (4) drawing conclusions, making inferences, and predicting; (5) problem solving, decision making, assessing values; (6) creating, discovering, imagining; (7) making judgments and formulating reactions based on personal experience or available facts; (8) synthesizing, comparing, and contrasting; and (9) reasoning and persuading. Next, the five instructional units cover the following topics: vacation clothing; rooms of a house; types of buildings; foods; and shapes, sizes and colors. For each unit, class activities are explained and keyed to the higher order thinking skills emphasized. (MDB)

ED 294 656 PS 017 322

Partridge, Susan
Children's Free Play: What Has Happened to It?
PUB DATE- 88
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Childhood Needs; Early Childhood Education;
*Educational Practices; *Play; *Preschool Children
IDENTIFIERS- *Academic Pressure; *Formal Education

This paper addresses the current abandonment of children's free play--a proven, broad-based, indispensable learning experience--in favor of formal learning and instruction. Educational research has found that play is the natural learning medium of children, yet this understanding is not guiding educators' practice. This condition has caused many children's advocates great concern: enough for them to plead for caregivers to allow children to be children, and in particular, to provide children with a stimulating and caring atmosphere that is supportive of their learning. It is maintained that in such an atmosphere, children acquire improved self-esteem and enthusiasm for learning. Parents, teachers, and all others concerned with children's welfare are urged to carefully consider the present move toward universal preschool education. (Author/RH)

ED 294 671 PS 017 346

Montepare, Joann M.
Improving Preschoolers' Recognition Memory for Faces with Orienting Information.
PUB DATE- Aug 87
NOTE- 11p.; Paper presented at the Annual Meeting of the American Psychological Association (New York, NY, August 28 - September 1, 1987). The research was supported by a Barenholtz Research Grant.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; *Memory; *Performance Factors; *Preschool Children; Preschool Education; *Visual Stimuli
IDENTIFIERS- Developmental Patterns; *Familiarity; *Orienting Information

To determine whether preschool children's memory for unfamiliar faces could be facilitated by giving them orienting information about faces, 4- and 5-year-old subjects were told that they were going to play a guessing game in which they would be looking at faces and guessing which ones they had seen before. In study 1, 6 boys and 6 girls within each of the 2 age groups served as subjects and viewed photographs of women. Faces were randomly divided into 6 sets of 3 faces each; 3 sets were of target faces and 3 of other faces. Each set of 3 target faces was paired with 1 of 3 types of information in the experimental task: name, behavior, or no information. Study 2 was identical to 1 in method, except that: (1) male faces were used; (2) the no information condition was replaced with an additional name information condition using 6 target faces; and (3) the amount of information provided in the behavior condition was decreased. It was concluded that the findings supported the claim that young children lack efficient strategies for processing facial information, and that preschoolers' difficulties in remembering unfamiliar faces must involve limitations in several cognitive capacities. (RH)

ED 294 686 PS 017 367

Soto, Lourdes Diaz
Parental Perceptions and Practices Regarding Kindergarten Retention.
PUB DATE- 88
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Demography; Early Childhood Education; Emotional Experience; Ethnic Groups; *Grade Repetition; Intervention; *Kindergarten Children; *Parent Attitudes; *Parent Child Relationship; Questionnaires; Socioeconomic Status; *Student Reaction

An investigation was made to ascertian perceptions and practices of parents whose children had been retained in kindergarten as well as parents' perceptions of their child's reaction to being retained. Also collected were data on the demographic characteristics of the families and their children. Specifically, data were obtained by means of a questionnaire focusing on parental agreement or disagreement, parental feelings, perceptions of the experience for the child, teacher's role, child's reaction to the experience, effects on parenting, effects on daily family life, and the person responsible for the retention decision. The questionnaire was sent to 40 families from a school district in Florida who differed widely in socioeconomic status; 10 families responded. Findings indicated that parents: (1) felt that the teachers had their child's best interest in mind; (2) believed the decision to retain their child in kindergarten would have positive effects for the child, especially with regard to socialization; and (3) appeared to agree with the decision, but felt angry, embarrassed, and overwhelmed. It is concluded that it is beyond the scope of the classroom teacher to provide the emotional support needed by the families. Recommendations for intervention are offered, as are ethical and legal implications of retaining ethnically diverse children. (RH)

ED 294 701 RC 016 558

Kerst, Catherine Hiebert
Ethnic Folklife Dissertations from the United States and Canada, 1960-1980. A Selected, Annotated Bibliography.
Library of Congress, Washington, D.C. American Folklife Center.

PUB DATE- 86
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Alaska Natives; American Indians; *Annotated Bibliographies; Asian Americans; Blacks; Cultural Education; *Doctoral Dissertations; *Ethnic Groups; Ethnic Studies; *Folk Culture; Greek Americans; Higher Education; Hispanic Americans; Immigrants; Indigenous Populations; Pacific Americans; Polish Americans; *Religious Cultural Groups; Tribes
IDENTIFIERS- Canada; United States

This annotated bibliography lists over 220 multi-disciplinary Ph.D. dissertations written between 1960 and 1980 on the subject of indigenous and immigrant ethnic folklife in the United States and Canada. Only dissertations providing substantial attention to traditional forms of ethnic folk culture in context were considered. The concept of "folklife" governing the selection process was guided by the definition used in the American Folklife Preservation Act (P.L. 94-201) which states that folklife is "the traditional expressive culture shared within the various groups...familial, ethnic, occupational, religious, regional; expressive culture includes a wide range of creative and symbolic forms such as custom, belief, technical skill, language, literature, art, architecture, music, play, dance, drama, ritual, pageantry, handicraft; these expressions are mainly learned orally, by imitation, or in performance, and are generally maintained without benefit of formal instruction or institutional direction." Dissertations are organized alphabetically by the author's last name. Each entry includes author's name, complete dissertation title, name of university granting the Ph.D., academic department/field for which the dissertaion was written, year the degree was granted, pagination, order number from University Microfilms International, abstract citation, bibliographic reference to published edition (when applicable), and condensed version of author's abstract. (NEC)

ED 294 729 SE 049 122

Dawes, Donald D.
Improving the Attitudes of Primary Teachers and Students towards Science by Using a Hands-On Approach.

PUB DATE- Dec 87
NOTE- 84p.; Practicum for Ed.D., Nova University. Contains some broken type.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Elementary Education; *Elementary School Science; Experiential Learning; *Inservice Teacher Education; *Primary Education; Science Education; *Science Instruction; *Science Teachers; Scientific Attitudes; *Student Attitudes
IDENTIFIERS- Science Education Research

This practicum addressed the problem of limited science instruction by primary teachers. The goals of this study were: (1) primary teachers would spend more time teaching science to young children; (2) primary teachers would develop expertise in their ability to teach science; and (3) students would have a positive attitude towards the subject of science. In addressing these goals, a Science Center was implemented in conjunction with teacher inservice programs designed to increase the amount of time spent in science instruction. The results confirmed that all goals were met. The teachers reported a commitment to increased instruction and more expertise along with the value of using a hands-on approach to teaching science. The students reported a positive attitude towards the subject of science. This program was also implemented in a second setting and used the hands-on approach to teaching science as an enrichment program for grades one to five. (TW)

ED 294 439 FL 017 371

Sparrman, Carl-Axel
Living in Two Cultures Seminar (Hanaholmen, Helsinki, Finland, April 7-9, 1986). The CDCC's Project No. 7: "The Education and Cultural Development of Migrants."
Council for Cultural Cooperation, Strasbourg (France).
PUB DATE- 88
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Cultural Pluralism; *Curriculum Development; Foreign Countries; International Programs; Language Role; Language Teachers; *Multicultural Education; Program Design; School Districts; Seminars; *Teacher Education; *Teacher Educator Education
IDENTIFIERS- *Finland; *Sweden

A joint Swedish-Finnish seminar for both teacher trainers and teachers concerning the effect of a cross-cultural approach to school curricula is summarized. The conference addressed four issues in lectures and discussion groups: (1) cultural attitudes and cultural symbols; (2) language and culture; (3) giving consideration to different cultures in the local planning of education; and (4) local school development including responsibility and freedom in a decentralized school system. A plenary session followed the lectures and discussions, covering a wide range of issues. Future bilateral activities resulting from the successful seminar are described. (MSE)

ED 294 456 FL 017 391

de Felix, Judith Walker

The Effects of Native Language Inferencing Ability in English for Specific Purposes.

PUB DATE- 9 Apr 88
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; *College Students; *English for Special Purposes; Graduate Study; Higher Education; *Inferences; *Interlanguage; Language Proficiency; Prior Learning; Second Language Instruction; *Transfer of Training
IDENTIFIERS- Indonesia; World Bank

A study investigated the degree to which first language ability was associated with successful English-as-a-second-language acquisition in 33 outstanding Indonesian teachers. It examined the applicability of theories of common underlying proficiency in the storage of two languages and the development of cognitive academic language proficiency. The teachers had been selected to participate in a master's program in teacher education sponsored by the World Bank. Before beginning the program, the teachers attended three months of training in English for special purposes (ESP) and took sheltered courses in pedagogy for six weeks. After the initial ESP course, the participants underwent a series of tests including English language tests and a test of inferential ability. After the sheltered courses, the teachers' grades were analyzed. Results suggest that while strong first language inferencing ability is associated with better second language ability, English language proficiency is a more salient variable in determining foreign students' grade performance. Several interpretations of the results, relating to both the theoretical models and the tests used, are suggested. Additional cultural orientation for foreign students is recommended. (MSE)

ED 294 614 JC 880 194

Goodwin, Gregory, Ed.
Celebrating Two Decades of Innovation, 1968-1988.
League for Innovation in the Community Coll., Laguna Hills, CA.
SPONS. AGENCY- International Business Machines Corp., San Jose, Calif.
PUB DATE- 88
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Computer Assisted Instruction; Computer Oriented Programs; *Computer Uses in Education; Consortia; *Curriculum Development; Educational Change; *Educational Innovation; Educational Technology; *Instructional Innovation; *Outreach Programs; School Business Relationship; *School Community Relationship; Staff Development; Two Year Colleges
IDENTIFIERS- *League for Innovation in the Community College

An interpretive overview is provided of the innovative instructional and managerial techniques implemented by the 16 member colleges of the League for Innovation in the Community College between 1968 and 1988. Chapter 1 reviews the origins and history of the League, highlighting its early (1968-75) emphasis on curriculum and instructional development, later (1975-80) concern with social issues, and its current role in leadership development and the promotion of innovative uses of computer technology. Chapter 2 examines the pioneering efforts of League colleges in individualized, self-paced instruction; basic skills programs; honors programs; international education; general education and the humanities; and special instructional environments. Chapter 3 concentrates on innovations to serve new clientele, including outreach via television, services to the handicapped and learning disabled, links to high schools, vocational education, and marketing. After chapter 4 discusses innovations in staff and institutional development, chapter 5 describes community outreach efforts, including cultural enrichment programs, wellness clinics, a plan to promote sex equity in the community, and innovative partnerships with business and industry. Chapter 6 deals with innovations in computer applications to assessment and advisement, instruction, and networking. An epilogue reviews the keys to the League's success. (EJV)

ED 294 714 SE 049 052

Work Plan of APEID for the Fourth Programming Cycle 1987-1991.
Programme Development Meeting (Bangkok, 28 May-June 2, 1986).

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

REPORT NO.- BKA/87/OPE/129-2000
PUB DATE- 87
NOTE- 221p.; Small print may not reproduce well.
AVAILABLE FROM- UNIPUB, 4611-F Assembly Drive, Lanham, MD 20706-4391
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developing Nations; *Elementary School Science; Elementary Secondary Education; *International Cooperation; *International Education; International Organizations; International Programs; Literacy; *Program Development; Science Education; *Secondary School Science; Special Education; *Technological Advancement
IDENTIFIERS- *UNESCO

A combined meeting of the Tenth Regional Consultation Meeting on the Asia and Pacific Programme of Educational Innovation for Development (APEID) and the Regional Experts Meeting on the Regional Programme for the Universalization and Renewal of Primary Education and the Eradication of Illiteracy in Asia and the Pacific was held to provide an opportunity for member states to review the work of APEID during its third program cycle (1982-1986), to define new directions of APEID during its fourth program cycle (1987-1991) and to consider and prepare a draft of the Asia-Pacific Programme of Education for All (APPEAL). This work plan provides a general framework for APEID activities during the fourth program cycle. On the basis of this work plan, annual schedules of APEID are formulated. The work plan has three major program areas with subcategories. The first major area, "Education for All," includes universal primary education and continuing education. The second, "Making Education Relevant to Societal Requirements," includes education for rural development, education for the world of work, science and technology education, education for the future, restructuring secondary education, morals and values education and special education. The third, "Supporting Activities and Infrastructures," includes research and development, curriculum development, training educational personnel, educational technology, and distance education. (CW)

ED 294 745 SE 049 139

Yunker, Lee E., Ed.
NCTM Student Math Notes 1987.
National Council of Teachers of Mathematics, Inc., Reston, Va.
PUB DATE- 87
NOTE- 21p.; For 1986 Math Notes, see ED 276 567.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Enrichment Activities; *Geometric Concepts; Junior High School Students; *Mathematics Instruction; *Number Concepts; Probability; Secondary Education; *Secondary School Mathematics

Five sets of activities for students are included in this document. Each is designed for use in junior high and secondary school mathematics instruction. The first is concerned with the use of models in mathematics. The second contains a variety of activities involving polygonal numbers. The third set of activities includes a variety of games for which the students are to decide if the game is fair (a game for which a player has a fifty-fifty chance of winning). The fourth set of activities is related to geometry with an emphasis on circles. The fifth set of activities involves punching paper to explore numerical patterns. (RH)

ED 294 380 EC 202 551

Losche, Gisela
Sensorimotor and Action Development in Autistic Children from Infancy to Early Childhood.
PUB DATE- Nov 87
NOTE- 25p.; This study is based on dissertation research, Free University, Berlin, West Germany.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Autism; *Child Development; Comparative Analysis;

Developmental Continuity; Developmental Disabilities; *Developmental Stages; Early Childhood Education; Films; *Infant Behavior; *Perceptual Motor Learning; *Piagetian Theory; Play; Semiotics
IDENTIFIERS- *Action Development

Home movies of eight normal children and eight children later diagnosed as autistic were analyzed based on: (1) Piagetian criteria of sensorimotor development and semiotic functioning, and (2) developmental levels of action competencies. The age range covered was 4 to 42 months of age. The analysis showed that, from the second year of life, timing and sequence of developmental gains in the non-handicapped and autistic children showed striking differences. In the area of sensorimotor development, actions and joint social play by the autistic children became less frequent during the age of 22-30 months, while the frequency of those activities in the non-handicapped children increased. As the autistic children grew older, they became overly involved with practicing and repeating well-known means to achieve well-known outcomes. No symbolic play was evidenced by the autistic children. The course of action-outcome development resembled that of sensorimotor development. The early differences in action-outcome development indicated developmental delay. From age 30 months onwards, developmental differences became qualitative as well, as goal-directed actions diminished, while activities producing action with accompanying continuous effects increased. (Author/JDD)

ED 294 395 EC 202 566

Cowan, Nancy
Preparing for Work: Student Workbook and Teacher Guide.
Gallaudet Coll., Washington, D.C. Pre-College Programs.; Model Secondary School for the Deaf, Washington, D.C.
PUB DATE- 86
NOTE- 269p.
AVAILABLE FROM- Gallaudet University, Pre-Collge Programs, 800 Florida Ave., N.E., Washington, DC 20002 ($12.95 workbook, $4.95 teacher guide).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Development; *Deafness; Education Work Relationship; Employment Interviews; Employment Opportunities; Job Application; *Job Search Methods; Resumes (Personal); Secondary Education; *Self Evaluation (Individuals); Student Evaluation; *Teaching Methods; *Vocational Education

This student workbook aims to prepare deaf high school students for work by assisting them in the job search process. The book begins with an evaluation of the many reasons why people work, the steps involved in searching for a job, and a self-administered rating scale for job search readiness. A chapter on personalizing the job search focuses on self-analysis in such areas as school subjects, activities and hobbies, work activities, physical demands, working conditions, aptitudes, habits, personality characteristics, and values. Such self-analysis should lead to a personal career goal and a list of potential jobs. The following chapters describe how to: locate sources of employment information, develop a list of potential employers, develop a resume, write employment letters, complete application forms, and interview effectively. The final chapter deals with accepting the job and beginning work, explaining the importance of company policies and regulations, time cards, life insurance forms, and employer and employee responsibilities. The workbook contains self-evaluation forms, hypothetical situations for discussion, role playing activities, and other learning activities. An accompanying teacher's guide outlines course objectives, course requirements, and concepts to emphasize in classroom discussion of each workbook chapter. (JDD)

ED 294 409 EC 202 580

Jones, Eric D.; Southern, W. Thomas

Chronological Age at School Entrance and the Prevention of Learning Disabilities: Policy Making and the Misinterpretation of Research.

PUB DATE- Sep 87
NOTE- 30p.; Paper presented at the Annual Meeting of the Council for Learning Disabilities (San Diego, CA, September 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Age Grade Placement; *Early Admission; Educational Needs; Gifted; Grade Repetition; *Learning Disabilities; Primary Education; *Research Methodology; *School Entrance Age; *School Readiness; Student Placement

This paper (1) presents a critical analysis of the literature on school readiness and school failure; (2) discusses the problems that ill conceived policies based upon readiness studies present to the education of learning disabled, regular class, and gifted children; and (3) offers guidelines for policies and programs. Methodological issues raised by the analysis of school readiness research include experimenter bias, errors in sampling procedures or sampling description, matching errors, sample restriction, misinterpretation of identified statistical relationships, and selection of dependent variables. Misinterpretation of the studies has resulted in magnification of the importance of obtained differences, confusing correlation and causation, concluding that no treatment (keeping the student out of school another year) is preferable to early intervention, and misapplying the findings to early entrance or acceleration of gifted students. It is concluded that arbitrary cutoff birthdates as a basis for determining school entry should be replaced by assessing the needs and characteristics of all children and providing them with an individually appropriate educational program. (Author/DB)

ED 294 424 FL 017 155

Scholes, Robert J.; Abida, Toufik
Spoken Tunisian Arabic. First Draft.
Indiana Univ., Bloomington. Intensive Language Training Center.
SPONS. AGENCY- Peace Corps, Washington, D.C.
PUB DATE- May 66
NOTE- 60p.
CONTRACT- PC-82-1917
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Arabic; Classroom Techniques; Developmental Stages; Foreign Countries; *Grammar; Intensive Language Courses; Introductory Courses; *Morphology (Languages); *Phonology; Regional Dialects; Second Language Instruction; Second Language Learning; Voluntary Agencies
IDENTIFIERS- *Arabic (Tunisian); Peace Corps

A set of instructional materials for introductory Tunisian Arabic is designed for a 12-week Peace Corps volunteer language course. It provides instructional notes for the teacher and a series of lessons on aspects of grammar, phonology, and morphology. Much of the text is descriptive. Lessons include grammar and phonology notes, exercises, and vocabulary. The materials are organized for two phases of language learning: a pre-speech or comprehension phase occupying one-fourth of the total class time, during which the student acquires a passive knowledge of Tunisian Arabic structure and phonology, and an active phase during which the student covers the same material and is drilled in language production. The vocabulary and exercise types differ for the two phases. (MSE)

ED 294 485 HE 021 421

Boren, Susan; And Others
The Higher Education Amendments of 1986 (P.L. 99-498): A Summary of Provisions. 87-187 EPW.
Library of Congress, Washington, D.C. Congressional Research Service.
PUB DATE- Mar 87
NOTE- 104p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Libraries; American Indians; Cooperative Programs; Educational Administration; Educational Facilities; *Educational Legislation; Educational Research; Federal Aid; *Federal Legislation; *Federal Programs; Government Role; Graduate Study; Grants; Information Technology; International Education; Minority Groups; Nontraditional Students; *Policy Formation; *Postsecondary Education; Special Programs; Student Financial Aid; Student Loan Programs; Student Needs
IDENTIFIERS- *Higher Education Act Amendments 1986
The provisions of the Higher Education Amendments of 1986 (P.L. 99-498), which is the major piece of legislation reauthorizing the Higher Education Act of 1965 through 1991, are delineated. A synopsis of the legislative history of this act is provided along with a brief description of the passage of the Higher Education Amendments of 1986. A summary of provisions of this legislation by title is included. The 16 titles are: postsecondary programs for nontraditional students; academic library and information technology enhancement; institutional aid; student assistance (grants to students in attendance at institutions of higher education, guaranteed student loan program, work-study programs, income contingent direct loan demonstration project, direct loans to students in institutions of higher education, needs analysis, and general provisions relating to student assistance programs); teacher training and development; international education programs; construction and renovation; cooperative education; graduate programs; improvement of postsecondary education; partnerships for economic development and urban community service; general provisions; education administration; education research and statistics; American Indian, Alaska native, and native Hawaiian culture and art development; and United States Institute of Peace. (SM)

ED 294 514 HE 021 563

Leveraging Information Technology. Track VII: Outstanding Applications.

CAUSE, Boulder, Colo.

PUB DATE- 88
NOTE- 93p.; In: Leveraging Information Technology. Proceedings of the CAUSE National Conference (Tarpon Springs, FL, December 1-4, 1987); see HE 021 556.
AVAILABLE FROM- CAUSE Exchange Library, 737 Twenty-Ninth Street, Boulder, CO 80303 (Individual papers available for cost of reproduction).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Policy; Budgeting; *College Administration; Databases; Higher Education; *Information Technology; *Innovation; Local Area Networks; *Management Information Systems; Microcomputers; Online Systems; Private Colleges; Scheduling; School Registration; State Universities; Telephone Communications Systems; Travel; Two Year Colleges
IDENTIFIERS- Baylor University TX; *CAUSE National Conference; Cornell University NY; Distributive Computing; Louisiana State University; School Identification Cards; University of Michigan; Virginia Polytechnic Inst and State Univ; Waubonsee Community College IL; Winthrop College SC

Eight papers from the 1987 CAUSE conference's Track VII, Outstanding Applications, are presented. They include: "Image Databases in the University" (Reid Kaplan and Gordon Mathieson); "Using Information Technology for Travel Management at the University of Michigan" (Robert E. Russell and John C. Hufziger); "On-Line Access to University Policies and Procedures: An Award-Winning Administrative Information System" (Bruce B. Harper and Wayland H. Winstead); "Affordable Touch-Tone Phone Student Registration and Self-Registration without Mortgaging Your College" (Paul G. Bosse and Louis A. Herman); "CUDA: An Adventure in Distributed Computing" (Louise Marie Schulden); "The Four-Year ID" (Roth Aymond); "The Development of a Successful Microcomputer Network Operation: Winthrop College's Novell NetWare LANs" (William J. Moressi and C. Brown McFadden); and "Changing Administrative Database Philosophy: Network to Relational" (Becky King). (LB)

ED 294 541 IR 013 086

French, David; And Others
New Media and Old: Education's Response in Three European Countries.
PUB DATE- Jul 86
NOTE- 38p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communications; Cultural Influences; Foreign Countries; Higher Education; *Industry; Job Skills; Mass Media; *Media Research; Professional Education; *School Business Relationship; Student Educational Objectives; Theory Practice Relationship; *Undergraduate Study; Vocational Education

IDENTIFIERS- *Belgium; England; *France

This paper argues that current and impending changes in the media industries in Britain, France, and Belgium will stimulate a more positive relationship between these industries and undergraduate communication studies. Topics discussed include: (1) the attitudes of both the industry and academic researchers toward research and its relationship with the communications industries; (2) industry/research relationships; (3) the inappropriateness of generalizing from research to undergraduate teaching in communication studies; (4) the government and communication studies; (5) the European situation in terms of higher education and university-industry cooperation; (6) vocationalism as a problem in communication studies; (7) some industrial attitudes toward communication studies; (8) lessons from France and Belgium, where academic communication studies and the media industries in Europe are concentrated; (9) the relationship between media and academic education in Belgium; and (10) the future of communication studies, i.e., a description of six potential features of the developing relationship between media industries and academic communication studies. (1 end note and 22 references) (CGD)

ED 294 555 IR 013 102

Viemero, Vappu
Violence Viewing and Adolescent Aggression: A Longitudinal Study.
PUB DATE- Jul 86
NOTE- 33p.; Paper presented at the International Television Studies Conference (London, England, April 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Aggression; Children; Cognitive Processes; Cognitive Psychology; *Correlation; Foreign Countries; Hypothesis Testing; *Longitudinal Studies; Measurement Techniques; Modeling (Psychology); Path Analysis; Surveys; Television Research; *Television Viewing; *Violence
IDENTIFIERS- Causality Approach; *Finland; Peer Evaluation Program

A longitudinal field study conducted in Turku, Finland, traced the development of aggression as a function of the viewing of violence by children from the ages of 7 and 9 to the ages of 15 and 17 to explore the connection between violence viewing and viewers' aggression, and to shed light on the question of causality. The 220 subjects, both male and female, were interviewed six times during the years 1978 to 1985. The aggression of the subjects was measured with a modified version of the Peer Rating Index of Aggression, which asked each child to name all the children in his/her class who had displayed specific aggressive behaviors during the school year. Physical fighting was measured when the subjects were 15 and 17 years old using a procedure used by Patterson et al. (1984), and aggressive fantasizing was measured by six items from the fantasy scales derived by Rosenfeld et al. (1982). Subjects were also asked to estimate the amount of television viewing and video viewing they did and their cinema attendance. Data were analyzed using cross lagged panel correlations, process analysis, differences between the various subject groups, and path analysis. Positive, often statistically significant, correlations between violence viewing and aggression were found in all phases of this study. Detailed results of the data analyses are presented in four figures and six tables. (34 references) (CGD)

ED 294 585 IR 052 368

Bagenstos, Naida Tushnet
The Role of Context Changes in Federal Education Dissemination.
PUB DATE- Apr 88
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Federal Programs; *Information Dissemination; *Information Technology
IDENTIFIERS- *Educational Information; *Educational Issues; ERIC; Regional Educational Laboratories

Changes in the context of the national educational enterprise that influence federal education information dissemination policy and programs are discussed. Education issues claiming the attention of educators, policymakers, and the general public are identified as the first area of contextual change. Two issues currently of public concern--the need to restore excellence to our schools and the growing problem of students at risk--are shown to influence the content and methods of dissemination. The view of school-based professionals held by policymakers and the use of knowledge gained through the experience and research of disseminators are also discussed as issues framing the context of federal information dissemination. ERIC and the regional laboratory program are cited as examples of ways in which knowledge from research and practice shapes dissemination policy. The second broad area of contextual change is identified as changes in technology, and the effects of these changes on federal dissemination are examined. A discussion of how federal dissemination influences the educational context follows, and it is concluded that context influences policy and policy influences context. Nine references and a list of participants at the 1988 American Educational Research Association (AERA) Symposium on Federal Programs in Educational Dissemination are included. (MES)

ED 294 600 JC 870 508

Selected Collective Bargaining Agreements of Florida Two-Year Colleges.

National Education Association, Washington, D.C.

PUB DATE- 87

NOTE- 502p.

LANGUAGE- English

EDRS Price - MF02/PC21 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Department Heads; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; Personnel Policy; Released Time; Teacher Dismissal; Teacher Retirement; Teacher Salaries; Tenure; Two Year Colleges; Unions

IDENTIFIERS- *Florida; National Education Association; *NEA Contracts

Eight collective bargaining agreements between the boards of trustees of selected community colleges in Florida and their respective faculty associations are presented, representing contracts in effect in 1987. Contracts for the following colleges are provided: Brevard Community College, Broward Community College, Chipola Junior College, Edison Community College, Hillsborough Community College, Indian River Community College, Palm Beach Junior College, and Pensacola Junior College. With some variation among the agreements in terms of coverage and detail, the following topics are dealt with: bargaining agent recognition; association/union and faculty rights; replacement/substitute pay; creation, publication, and sale of texts and other materials; working hours; weekend assignments; grading; travel expenses; assigned work locations; co-curricular duties; academic freedom and correlative obligations; terminations for cause; transfers; time accounting; reduction in force; accommodation with board rules; no strike/no lockout pledge; non-bargaining consultations; employer rights and prerogatives; benefits; grievance and arbitration procedures; complaints against professional staff; suspension of operations; maintenance of professional standards; severability; and the duration, termination, and renewal of the agreement. Salary schedules and relevant forms are appended to many of the agreements. (EJV)

ED 294 642 JC 880 256

Baxter, Barbara C.
Teaching Basic Writing with Computers.
PUB DATE- 88

NOTE- 10p.; Paper presented at the Southeastern Conference on English in the Two-Year College (Louisville, KY, February 18-20, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Computer Assisted Instruction; Course Objectives; Instructional Innovation; Microcomputers; *Remedial Instruction; Teaching Methods; Two Year Colleges; *Writing Instruction; *Writing Laboratories; Writing Skills

Before undertaking a computer-assisted composition class, several factors should be considered. First, there will be demands on the instructor to replan the entire course to include the effective use of computers; to teach fundamental word-processing skills in addition to writing skills; to develop enough knowledge of hardware and software to solve minor problems encountered by students; to compensate for new problems in student writing caused by the use of unfamiliar word-processing programs and machines; and to monitor, assist, and schedule out-of-class lab time in addition to class time. The use of computers also places extra demands on students by disrupting their accustomed methods of composing, placing increased demands on short-term memory, and requiring additional out-of-class lab time. By careful advance planning, familiarizing themselves with the lab and the equipment, adjusting teaching and learning styles to the environment, carefully choosing a word-processing program, and enlisting the help of a lab assistant or a colleague, instructors can alleviate many of these potential problems. While computers can be used for programmed grammar instruction, they are more useful for editing and correcting papers and in the writing stages of invention, development, and organization.

Computer-assisted instruction may not be successful with every student, but it does provide alternative learning strategies for some students who are resistant to conventional writing instruction. (MDB)

ED 294 657 PS 017 323

Wainwright, Adrienne

Australian Children's Thinking about Death: A Sydney-Based Study. Selected Papers Number 49.

Foundation for Child and Youth Studies, Kensington (Australia).
PUB DATE- 87
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; *Children; *Concept Formation; Content Analysis; *Death; *Developmental Stages; *Emotional Response; Foreign Countries
IDENTIFIERS- *Australia; Developmental Patterns

Content analysis in the manner of M. H. Nagy's 1948 study was used to explore facets of children's thoughts and feelings about death. Participants were 316 children aged 3-12 who resided in the Sydney Metropolitan Area. Subjects expressed their views on death in talking, writing, and drawing. It was found that all children progressed through three stages of development in attaining a valid concept of death. Children 3 and 4 years of age believed that death is temporary and reversible. The 5-year-olds tended to see more clearly that death meant the end of bodily functions. The expression of the concept of reversibility tended to decrease with age. A significant number of 6- to 8-year-olds understood that death was final but saw it as something that happened only to other people. In contrast, older children rarely used the third person to express their feelings concerning death. Most children 8 through 12 years of age had a realization of death in a personal or irreversible sense. It was further found that children who had come to such a realization freely experienced fear and anxiety about death. Almost half of the children aged 6-12 suffered death anxiety. (RH)

ED 294 687 PS 017 368

Bergin, Christi A. C.; Bergin, David A.
What It Means To Be Prosocial: Caretakers' Descriptions of Prosocial 2- and 5-Year-Olds.
PUB DATE- Apr 88
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Individual Characteristics; Naturalistic Observation; *Preschool Children; *Prosocial Behavior; *Toddlers
IDENTIFIERS- Developmental Patterns

The purpose of this study was to provide a description of the kinds of prosocial behavior that 2- and 5-year-old children naturally exhibit. Caretakers were asked for their observations of children's prosocial behavior in natural settings. Specifically, 40 parents and teachers who had daily interactions with 2-year-olds were asked to name the most prosocial 2-year-old they knew and give a detailed written description of those behaviors of the child which had caused them to make the nomination. The same procedure was undertaken with 37 caretakers of 5-year-olds. Lists of 20 attributes of prototypically prosocial 2-year-olds and 24 attributes of 5-year-olds were generated. Findings revealed considerable variability in the attributes mentioned by the caretakers. Similarities between the two age groups were more pronounced than differences. Range of behavior was similar at both ages. Core attributes were quite similar for each age, but developmental differences appeared in less central attributes. Although the same attribute may describe children at different ages, the specific behaviors through which that attribute is manifested may differ at each age. Cluster analysis suggested that there are six major clusters in adults' conceptions of 2-year-olds' prosocial behavior and five in their conceptions of 5-year-olds'. (RH)

ED 294 762 SE 049 166

Educating Scientists and Engineers: Grade School to Grad School.
Congress of the U.S., Washington, D.C. Office of Technology Assessment.
REPORT NO.- OTA-SET-377
PUB DATE- Jun 88
NOTE- 138p.; Photographs and charts may not reproduce well.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9325 ($6.00, stock no. 052-003-01110-7).
LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Science; *Educational Assessment; *Elementary School Science; Elementary Secondary Education; *Engineering Education; Females; *Government Role; Higher Education; Minority Groups; Policy; Science Education; *Secondary School Science

Institutions of higher education in the United States appear to many to have the capacity to provide enough scientists and engineers to meet the nation's needs. However, many researchers, employers and policymakers are concerned that the future supply will be inadequate. In the early 1990s the United States will experience a decline in the number of college-age students. Fewer students seem to be interested in science and engieering careers. Women's interest in these careers appears to have plateaued and non-Asian minorities, traditionally poorly represented in science and technology careers, are forming an increasing proportion of American school children. The Office of Technology Assessment concludes that these shortages are not inevitable. This assessment: (1) examines the forces associated with elementary and secondary education that shape the talent pool; (2) traces pathways to undergraduate and graduate education in science and engineering; and (3) presents a discussion of policy areas for possible congressional action, developed under two strategies labeled "retention" and "recruitment." (CW)

ED 294 777 SO 018 654

Johanson, Richard K., Ed.
Africa's Agenda for Action: Reform Policies, Renew Progress.
World Bank, Washington, D. C.
PUB DATE- 87
NOTE- 6p.; Small print on maps may not reproduce clearly.
AVAILABLE FROM- Education News, World Bank, 1818 H Street, NW, Washington, DC 20433.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)

DESCRIPTORS- Developing Nations; Educational Assessment; *Educational Development; Educational Finance; Educational Planning; Foreign Countries; *International Programs; *Overpopulation; Population Trends; Program Improvement; *Technical Assistance
IDENTIFIERS- *Africa

Unprecedented population growth and mounting fiscal austerity in Africa is causing a decline in the significant increases in educational progress, especially as measured by the median literacy rate, which were made between 1962 and 1985. Planning and implementation of educational programs carefully designed to effect economic growth is one path suggested whereby governments can bring about renewed progress. Government spending on education now averages between four and five percent of the gross national product across the region. Inequities exist in access to education in poor African countries where resources are minimal. In some countries as much as 60 percent of the population has never attended school. Recommendations for improving education include striving for universal primary education with selective expansion at the secondary and university levels as the best means to achieve Africa's social and economic goals. Charts of enrollments in primary schools between 1960 and 1983, public expenditures in education between 1970 and 1983, and 1985 unit costs of public education as a percentage of per capita gross national product in Africa, Asia, and Latin America are provided. Maps are included. (NL)

Mengel, Andrea
Reconceptualizing the Baccalaureate Nursing Curriculum.

PUB DATE- Apr 88
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; Curriculum Design; *Curriculum Development; *Curriculum Research; *Educational Objectives; Higher Education; Nurses; *Nursing Education; Prediction; Professional Education; Relevance (Education); Surveys

A survey of nursing leaders was conducted to identify values, opinions and ideas about the baccalaureate nursing curriculum, and the views identified were analyzed from the perspective of curriculum theory. The population consisted of 488 registered nurses listed in the 1985 Directory of Fellows of the American Academy of Nursing. Data were collected in three iterations through mail questionnaires, with an overall response rate of 56.9%. Responses were analyzed using the following theoretical and empirical classification categories: cognitive processes, self-actualization, Eisner technology, Huebner technical valuing, academic rationalism, and social relevance/reconstruction. Results included the following: (1) items assigned to Huebner's technical valuing perspective, involving nursing content and learning activities, were most common; (2) the second most commonly occurring curriculum perspective was social relevance/reconstruction; (3) although few questionnaire items represented a cognitive processes or self-actualization perspective, approximately one-third of them were rated as essential, indicating their perceived importance in the nursing curriculum; and (4) a lack of emphasis on a liberal or general education was shown. Data are presented in 8 tables. 49 references. (KM)

ED 294 499 HE 021 447

Freedman, Leonard
Quality in Continuing Education: Principles, Practices, and Standards for Colleges and Universities. Jossey-Bass Higher Education Series.
REPORT NO.- ISBN-1-55542-041-9
PUB DATE- 87
NOTE- 195p.
AVAILABLE FROM- Jossey-Bass Inc., 433 California St., San Francisco, CA 94104-2091 ($23.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Students; College Faculty; College Instruction; *College Programs; College Students; *Continuing Education; Credit Courses; Educational Practices; *Educational Quality; Educational Technology; *Evaluation Criteria; Higher Education; Marketing; Noncredit Courses; Program Administration; *Standards
Criteria for determining quality in continuing education at the college level are addressed. After considering conceptual and practical difficulties to assuring quality in continuing higher education (CHE), the background characteristics, capabilities, and performance of adult learners and traditional college students are compared. The following curricular issues are discussed: the proper academic level of the programs, their predominantly practical or applied nature; the lack of integrated curriculum design in many noncredit programs; the need to protect the intellectual integrity of CHE; and CHE's relationship to public service. Types of CHE programs that have adopted some principles of andragogical learning are considered, including external degree programs and study-discussion programs. The extensive use of traditional teaching methods in CHE is defended. Instructional technologies and issues related to the instructional staff are examined. Also considered are: approaches to review quality for degree credit programs and noncredit offerings; marketing CHE; key quality issues in program administration; personal qualities and preparation needed by professional CHE staff; and two contrasting approaches to quality in CHE (the university faculty standard and the student needs standard). 139 references.

ED 294 527   IR 013 072

McKnight, Lee; And Others
News as Interaction: Technology, Content and Audience.
PUB DATE- Jul 86
NOTE- 25p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiences; Communications; *Content Analysis; Cultural Influences; *Individual Differences; Information Dissemination; *Information Technology; *Mass Media; News Reporting; Political Influences; Public Opinion; Scientific and Technical Information; Socioeconomic Influences; World Affairs
IDENTIFIERS- Innis (Harold Adams); *Marx (Karl); McLuhan (Marshall); *United States

This paper proposes an integrated approach to the study of world events, as they are filtered and interpreted in the news, by systematic experimental research on the interaction of the technological characteristics of the media, the content or message, and the characteristics of the audience. Specifically, it is hypothesized that these three factors operating within the general framework of a given social, political, and economic environment (in this case the United States) may affect understanding of world events. A detailed analysis is provided of these factors, which are defined as: technology, or the technical infrastructure needed to support a mode of information distribution; content, which is the topic, format, or style of presentation; and audience of/for news, i.e., the people who do or do not view, read or listen to the news; are or are not affected by the news; and react to, have opinions about and interact with the information conveyed by newspapers, magazines, radio, and television. A final section briefly discusses the mutual complex interactions among variables relating to the technology, content, and audience for news that will be examined at the Massachusetts Institute of Technology's Audience Research Facility. This series of news studies has been designed to challenge the current, dominant conclusion that the content matters, but the medium of communication does not. (34 references) (CGD)

ED 294 571 IR 013 238

Betza, Ruth E.
Instructional Uses of Computers at the University of Washington.
Washington Univ., Seattle. Center for Instructional Development and Research.
PUB DATE- 1 Aug 86
NOTE- 24p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for TA (Teaching Assistants) Training. For a related report, see IR 013 239.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; *Computer Assisted Instruction; *Educational Objectives; Higher Education; *Instructional Effectiveness; Microcomputers; Surveys; *Teacher Attitudes; *Use Studies
IDENTIFIERS- Teaching Assistant Training Project; University of Washington

This study was conducted to document instructional uses of computers at the University of Washington. A telephone survey of 188 faculty who use computers in their courses was used to obtain information about the ways computers are used in instruction, educational objectives for using the computer, evidence that computer use has benefited students, sources of monetary and resource support for incorporating computers into courses, barriers to computer use, and present and future needs for instructional computing. Responses on computer use and educational objectives were examined within the following framework: (1) the computer as a tool; (2) the computer as tutor; (3) the computer as tutee; (4) computer simulations; and (5) computer literacy. Use of the computer as a tool or for simulations were the most common applications reported. Respondents felt that learning, performance, and preparation for jobs were enhanced by the use of computers. Many faculty felt that they lagged behind peer institutions in educational computing and were concerned about the lack of computers in undergraduate education. The need for more hardware access and capacity, more and better software, more support personnel, and training for faculty was expressed. Two references are listed and survey data are appended. (MES)

ED 294 672 PS 017 347

McElhenny, Sara
Child Care Center Operations and Facilities of Selected League for Innovation Community Colleges.
PUB DATE- Mar 88
NOTE- 98p.; Masters Thesis, Emporia State University. A version of this paper was presented at the Annual Conference of the National Coalition for Campus Child Care, Inc. (Pacific Grove, CA, March 13-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Community Colleges; *Day Care; Delivery Systems; Early Childhood Education; Educational Facilities; Fees; *Financial Support; *Planning; *Program Development; Research Needs; *School Personnel
IDENTIFIERS- *League for Innovation in the Community College

The major purpose of this study was to describe community college child care centers in terms of selected operational and physical features. It was expected that findings would provide answers to the following questions: What child care provisions exist on selected community college campuses? How do those child care centers serve their respective colleges? How are the child care centers staffed? How are the child care centers funded? and What are the plans for future advancement of the centers? The population selected was a consortium of 19 community college districts that included 53 public institutions comprising the League for Innovation in the Community College. Of the 19 districts, 18 were represented in the sample. Colleges with no child care centers were excluded from the study. Although included colleges were located in 13 states and 1 Canadian province, 48 percent of the sampled centers were in California. A survey instrument was developed to obtain data. Sections of the report provide: (1) an introduction; (2) a review of the literature; (3) a description of methods; (4) a report of findings on service design, staffing, fees and funding, facilities, and plans for future advancement; (5) an overview; (6) a discussion of findings; and (7) recommendations for future research. The survey and responses to selected questions are appended. (RH)

ED 294 730 SE 049 123

Careers in the Renewable Energy and Conservation Professions and Trades.

Department of Energy, Washington, D.C.

REPORT NO.- DOE/CE-0131
PUB DATE- Oct 85
NOTE- 5p.; Photographs may not reproduce well.
AVAILABLE FROM- The Service, P.O. Box 8900, Silver Spring, MD 20907.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alternative Energy Sources; *Demand Occupations; *Employment Opportunities; *Employment Patterns; *Energy Conservation; Energy Education; Energy Management; Natural Resources; *Occupational Information; Solar Energy

Many kinds of jobs can be found in the renewable energy and energy conservation industries. This pamphlet indicates that a large career potential exists within the solar and conservation professions and trades. These careers consist of individuals who design, build, or install solar heating or hot water systems, who implement energy conservation measures, or who advise such projects. These kinds of professions and trades are further classified as: (1) energy-conscious designers; (2) energy-conscious designer/builders; (3) solar and conservation installers; and (4) energy conservation consultants. For each of 22 distinct occupations the role of that occupation is briefly explained, along with the typically required training needed to work in the field and to work independently. A reading list of references dealing with careers in renewable energy and energy conservation is also provided. (TW)

ED 294 746 SE 049 141

Science & Engineering Indicators--1987.

National Science Foundation, Washington, D.C. National Science Board.

REPORT NO.- NSB-87-1
PUB DATE- 87
NOTE- 382p.; Charts and graphs are printed on purple-colored paper and may not reproduce well. For a related document, see SE 049 143.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ($17.00, stock no. 038-000-00578-2).
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Science; *Educational Research; *Engineering Education; Graduate Study; Higher Education; *Research and Development; Science Education; Scientific Research; *Secondary School Science; *Statistical Data; Teacher Characteristics; Technology; Undergraduate Study
IDENTIFIERS- *National Science Board; National Science Foundation

This volume was written to reflect an increased awareness of the complementary roles played by science and engineering research and engineering in creating both new knowledge and new technological products and processes. It was designed to provide a broad base of quantitative information about the structure and function of science and technology in the United States in order to inform national policymakers who must allocate resources to these activities. Many feel that it is essential to this process that policymakers understand indicators well enough to properly support basic research, applied research and development, innovation and education. Profiles include: (1) "Precollege Science and Mathematics Education"; (2) "Higher Education for Scientists and Engineers"; (3) "Science and Engineering Workforce"; (4) "Resources for R&D and Basic Research"; (5) "Academic R&D and Basic Research: Patterns of Performance"; (6) "Industrial Research and Technological Innovation"; (7) "International Markets for U.S. Technology"; and (8) "Public Attitudes toward Science and Technology." Appendices include statistical tables, contributors and reviewers. (CW)

ED 294 440 FL 017 372

Rwanika, Mwisha; And Others
Lingala. Livre du formateur (Lingala. Teacher's Manual).
Peace Corps, Bukavu (Zaire). Teaching Center.
PUB DATE- May 86
NOTE- 227p.
LANGUAGE- French; Lingala
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communicative Competence (Languages); Course Content; *Cultural Education; Developing Nations; Foreign Countries; Grammar; *Intensive Language Courses; *Lingala; Oral Language; Proverbs; Second Language Instruction; Teaching Guides; Uncommonly Taught Languages; Vocabulary Development; Voluntary Agencies
IDENTIFIERS- Peace Corps

The teacher's manual for Peace Corps volunteer language training in Lingala is designed for introductory oral language instruction. It is intended to assist trainees in functioning in the language within at least 6 weeks, and to transmit cultural information about the host country through linguistic structures, texts, and discussion topics. It contains 20 lessons consisting of grammar exercises, expressions, stories, passages, appropriate vocabulary, and proverbs. Contents are entirely in French and Lingala. (MSE)

ED 294 457 FL 017 392

Yap, Kim O.; And Others
SLEP Student Achievement: Some Pertinent Variables and Policy Implications.
PUB DATE- Apr 88
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Acculturation; *Achievement Gains; Bilingual Education; Comparative Analysis; *Cost Effectiveness; Educational Policy; Elementary Secondary Education; *English (Second Language); Language Arts; Limited English Speaking; Mathematics; National Norms; Oral Language; *Program Effectiveness; Program Evaluation; Reading Skills; Second Language Instruction
IDENTIFIERS- *Honolulu School District HI; *Pullout Programs

An evaluation of the Honolulu (Hawaii) School District's program of supplementary instruction to limited English proficient students is presented. The program was designed to aid in the adjustment to the American culture and school life in Hawaii. The evaluation addressed whether the program is meeting its objectives, whether English second language (ESL) instruction, as contrasted with bilingual instruction, should be continued, whether the program's pull-out design should be continued, and how program costs relate to outcomes. Results show that participants are making gains in oral English, reading, language arts, and mathematics beyond expectations of comparable students in the regular classes, as measured by standardized norm-referenced tests. In narrowing the achievement gap caused by their limited English proficiency, the students have in many instances surpassed the national growth norms. In addition, the students are generally doing satisfactory or better work in the regular classroom. It is concluded that the pull-out setting and ESL instruction are cost-effective. (MSE)

ED 294 629 JC 880 241

Bender, Louis W.; And Others
Two-Year College Alumni Programs: Practices and Possibilities.
Junior and Community Coll. Inst., Washington, DC.; State and Regional Higher Education Center, Florida.
PUB DATE- Apr 88
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Alumni Associations; Community Colleges; National Surveys; *Private Financial Support; Public Relations; Public Support; Two Year Colleges

A national survey was conducted to gather information on the status of alumni programs at two-year colleges. Surveys were sent to 422 two-year institutions, requesting information on alumni program operations, formal alumni groups, priorities for alumni activities, awards programs, and fund-raising. Study findings, based on responses from 166 institutions, included the following: (1) 92 colleges reported having an alumni program, and another 49 planned to initiate one; (2) "public relations" was selected as the primary purpose in operating alumni programs by most colleges, followed by "fund-raising" and "identifying a pool of volunteers"; (3) membership dues funded the alumni programs at 46 colleges, while 41 programs were financed by departmental budgets; (4) though only 8 colleges had a full-time person responsible for the program, most programs were staffed by part-time paid employees rather than by volunteers; (5) 78 colleges had formal alumni organizations with a constitution and by-laws; (6) 43 of the 65 respondents providing a definition considered alumni as "anyone who has taken one regular academic, vocational/technical or continuing education/community service course" at the college; (7) the activities assigned highest priority were newsletters sent to all alumni of record, annual meetings, social events, and functions for alumni held prior to regular college events; and (8) less than half of the respondents were involved in activities to raise funds from alumni. Suggestions, warnings, and admonishments to those interested in beginning alumni programs are provided. (MDB)

ED 294 702 RC 016 579

Sorensen, Connor; And Others
Alaska Native Participation in the Civilian Conservation Corps. Alaska Historical Commission Studies in History No. 206.
Alaska State Dept. of Education, Anchorage. Alaska Historical Commission.
SPONS. AGENCY- Alaska Historical Society, Anchorage.
PUB DATE- Jun 86
NOTE- 54p.; A project of the Sealaska Heritage Foundation.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Alaska Natives; American Indians; *Employment Programs; *Federal Programs; History; *Information Sources; *Participation
IDENTIFIERS- *Alaska; *Civilian Conservation Corps

The report is a finding aid to the sources which document the 1937 federal policy decision mandating that 50% of the enrollees in the Civilian Conservation Corps (CCC) in Alaska must be Alaska Natives and provides a list of the Native CCC projects in Alaska. The finding aid section is organized according to the location of the collections and includes the name and address of the agency housing the information, file number and size, and a brief file synopsis. Below each entry are listed the names of significant people and organizations involved in the decision to expand the CCC. A summary of interviews with Judson Brown and Robert R. Martin, Sr., individuals directly involved in the effort to expand the CCC, are also included in the report. The list of 202 projects is organized alphabetically under 55 locations. The year of each project (from 1937-1940) is indicated. Projects ranged from building airfields, reindeer corrals, and reindeer herder's shelters to totem restoration, schoolhouse repair, and predator control. (NEC)

ED 294 381 EC 202 552

Reynolds, William Bradford

Address of Wm. Bradford Reynolds.

Department of Justice, Washington, D.C.
PUB DATE- 22 Sep 87
NOTE- 11p.; Paper presented at the Community Services for Autistic Adults and Children's Annual Symposium for the Advancement of Non-Aversive Behavioral Technology (Rockville, MD, September 22, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Behavior Modification; Behavior Standards; *Civil Rights; Court Litigation; Due Process; *Equal Protection; *Institutionalized Persons; *Intervention; Outcomes of Treatment; Reinforcement; *Severe Disabilities; Value Judgment
IDENTIFIERS- *Aversive Stimuli; Parental Consent for Minors; Professional Judgment

This speech, presented at the "Symposium for the Advancement of Non-Aversive Behavioral Management" by the counselor to the Attorney General and Assistant Attorney General from the U.S. Department of Justice, supports the view that use of aversive procedures on institutionalized severely handicapped individuals is inappropriate. The 14th amendment of the U.S. Constitution guarantees safe living conditions and freedom from unnecessary bodily restraints, and may be violated when aversive stimuli are used. The deference accorded by the court system to professionals caring for institutionalized persons should be challenged when professional judgments are not "presumptively valid," for instance, when institutionalized persons are treated in a manner repugnant to decency norms. The research literature has shown that aversive conditioning has only short-term results, that positive interventions may produce better long-term effects, and that negative side-effects result from aversive interventions. Parental consent to aversive conditioning may be legally defective as parents are sometimes not given full information concerning treatment options. The Civil Rights Division of the U.S. Department of Justice vows to examine vigorously the use of aversive techniques under the Civil Rights of Institutionalized Persons Act and to act swiftly when violations are found. (JDD)

ED 294 410 EC 210 334

Implementation of the Education of the Handicapped Act Public Law 94-142 . Tenth Annual Report to Congress.

Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.

PUB DATE- 88

NOTE- 434p.; For the Ninth Annual Report and Executive Summary, see ED 283 355-356.

LANGUAGE- English

EDRS Price - MF01/PC18 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Numerical/Quantitative Data (110)

DESCRIPTORS- *Compliance (Legal); Delivery Systems; Demonstration Programs; *Disabilities; Early Childhood Education; *Educational Legislation; Educational Trends; Elementary Secondary Education; Federal Legislation; Incidence; Infants; Models; *Pupil Personnel Services; *Special Education; Statistical Data; Teacher Supply and Demand; Technical Assistance; Trend Analysis

IDENTIFIERS- Education for All Handicapped Children Act; Education of the Handicapped Act Amendments 1986

This tenth annual report to Congress reviews implementation of the Education of the Handicapped Act (Public Law 94-142). Chapter I provides national statistics on numbers of children receiving special education and related services, numbers of children with handicaps receiving special education in various settings, and the numbers of school personnel available and needed to provide such services. The child count information is for school year 1986-87, whereas the information on setting and personnel is for school year 1985-86. Chapter II presents a discussion of circumstances under which students with handicaps exit from school, such as graduating, reaching maximum age, or dropping out. The chapter contrasts data for students with handicaps with data for nonhandicapped students. Data on the services students with handicaps are anticipated to need after leaving school are also presented. Chapter III focuses on the provision of services to infants, toddlers, and preschool children with handicaps. Extensive information is provided regarding the activities of the various discretionary and entitlement programs (especially Public Law 99-4567) with regard to young children. The chapter includes descriptions of projects funded for statewide planning, knowledge production, model development and replication, personnel development, and technical assistance. Chapter IV responds to the mandate to provide the results of federal monitoring of the state administration of the Education of the Handicapped Act. In addition, this chapter provides results of projects funded under the State/Federal Evaluation Studies Program. Descriptions of ongoing Congressionally-mandated studies are also included. Extensive appendixes and tables provide statistical data supporting the text. (DB)

ED 294 425 FL 017 338

Cowles, Antonia; Kirchner, Doris
Building Advanced Oral Proficiency Skills for Managers.
PUB DATE- May 87
NOTE- 22p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see ED 293 305.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Business Administration Education; *Business Communication; College Students; *German; Higher Education; *Language Proficiency; Languages for Special Purposes; *Oral Language; *Portuguese; Second Language Instruction
IDENTIFIERS- *University of Pennsylvania

This document consists of two closely related papers given at the same conference session: "Oral Proficiency for Managers: A Design for Portuguese" (Maria Antonia Cowles), and "Oral Proficiency for Managers: A Design for German" (Doris Kirchner). These papers discuss program design and strategies for developing oral foreign language proficiency in international business students at the University of Pennsylvania's Joseph Lauder Institute. One focuses on the strategies and techniques used for bringing students of German from the Advanced or Intermediate/High level of proficiency to the Superior level during the 2-year program. The other outlines the program design and approach to Portuguese instruction. Common features of the two programs include a summer study period in a foreign country and instructional techniques geared to the language and situational requirements of managers. (MSE)

ED 294 515 HE 021 761

Institutional Characteristics of Colleges and Universities. Higher Education General Information Survey (HEGIS) machine-readable data file .

Center for Education Statistics (OERI/ED), Washington, DC.

REPORT NO.- EF-000031
PUB DATE- 86
NOTE- Available for each school year beginning with 1969-70.
AVAILABLE FROM- U.S. Department of Education (ED), Office of Educational Research and Improvement (OERI), Information Services (IS), 555 New Jersey Avenue, NW, Washington, DC 20208. Telephone: (800) 424-1616. (SAS file or SPSS-X file with documentation: $150).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Accrediting Agencies; Admission Criteria; College Admission; *College Programs; Doctoral Programs; Enrollment; Evening Programs; *Higher Education; *Institutional Characteristics; Masters Programs; National Surveys; Racial Composition; School Schedules; School Surveys; Sex; Statistical Surveys; *Student Costs; Summer Programs; Tuition; Two Year Colleges; Weekend Programs
IDENTIFIERS- *Higher Education General Information Survey

The Institutional Characteristics machine-readable data file (MRDF) is a subfile of the larger Higher Education General Information Survey (HEGIS). It contains extensive descriptive information about more than 3,000 accredited institutions of higher education in the United States and its outlying territories. Each record includes the following variables: institution name; address; telephone number; Congressional district; type of control; highest level of offering; type of programs; kinds of accreditation; current and previous year's enrollment figures; affiliation; tuition and fees; room and board charges; admission requirements; year established; date first degree awarded; date first work offered; evening and weekend sessions; summer programs; statistics on race and sex of the student body; and land-grant status. Up to 1981-82, names and titles of chief administrative officers were also included. The data collected here are used to prepare the annual publication "Education Directory--Colleges and Universities" and are also used in other HEGIS data files. This census-type survey has been conducted annually since 1966, except for 1982-83 (HEGIS-XVII) and 1985-86 (HEGIS-XX). In those two periods no new survey forms were distributed and collected, but changes were made to the master file from information received from other sources. The file is in numeric sequence by Federal Interagency Committee on Education (FICE) code for each institution, followed by the data and information for that particular school, usually in coded form. POPULATION: Higher Education Institutions (>3,000). TYPE OF SURVEY: Census Survey; National Survey. RESPONDENTS: Survey Coordinators for Institutions of Higher Education. FREQUENCY: Annual. YEAR OF FIRST DATA: 1966. (CDM)

ED 294 542 IR 013 087

Scannell, Paddy
Radio Times: The Temporal Arrangements of Broadcasting in the Modern World.
PUB DATE- Jul 86
NOTE- 34p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiences; *Broadcast Industry; Cultural Context; Diaries; Foreign Countries; History; Interpersonal Relationship; Leisure Time; Nationalism; *Programing (Broadcast); *Radio; Social Attitudes; Story Telling; Surveys; *Television; *Time Perspective; Traditionalism
IDENTIFIERS- *England; Soap Operas

This paper examines the unobtrusive ways in which broadcasting sustains the lives and routines, from one day to the next, year in and year out, of whole populations, and reflects on some of the implications of these processes by accounting for the ways in which the times of radio and television are organized in relation to the social spaces of listening and viewing. Topics discussed include: (1) three intersecting planes of temporality that are intrinsic to every moment of social reproduction and a fourth plane which occurs in broadcasting; (2) the process of modernization, after 1834, that demanded new time-keeping habits and work disciplines from whole populations, and with it the necessity for reconstruction of images and emblems of nationhood; (3) the development of radio broadcasting in the 1920s and 1930s and the role the broadcast "year" played in stitching together the private and public spheres in a whole new range of contexts; (4) the narrative features of broadcast serials and the subtle ways in which broadcasting runs parallel and intersects with the life and times of our actual world; (5) program building in these decades, and the historical development of radio in the organization of the rhythm of work and leisure; (6) The Peoples' Activities and Use of Time, a survey of people's time paths through the day, including the data analysis and conclusions; and (7) phased patterns of (in)attention, of listening and viewing, during the day, and how broadcasting is inextricably implicated in these patterns. (37 references) (CGD)

ED 294 556 IR 013 152

Gill, Walter
Self-Concept Orientations and Self-Directed Videotape Experiences of Delinquent Males.
PUB DATE- 77
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Delinquency; Films; Group Discussion; *Identification (Psychology); Males; Parent Child Relationship; Pretests Posttests; Psychological Studies; *Self Concept; *Self Directed Groups; Self Expression; Socialization; *Videotape Recordings
IDENTIFIERS- *Self Social Symbols Tasks

This study investigated the effects of self-directed videotape experiences upon the self-concept of delinquent males. The self-directed process is a method of self-expression, and included videotape recording and playback, viewing motion picture films, and discussions. The dimensions of self-concept tested through the Self Social Symbols Task were esteem; social interest; identification with mother, father, teacher, and friend; group identification; group identification with parent; egocentricity; power; complexity; and individuation. Significant differences were attained by the self-directed group on all constructs with the exception of complexity. Significant differences were also attained by the component groups of the self-directed process, the talk/film and videotape groups on all constructs with the exception of the identification with father (talk/film group) and the complexity constructs. The self-directed process is thought to be more inclusive for self-directed disclosures, although videotaping and the viewing of films may be one of several group-mediated activities that might enhance the self-concept of delinquent males. Data for the study are presented in four tables. (19 footnotes) (Author/EW)

Maine Library Trustees Handbook.
Maine Library Trustees Association, Castine.
PUB DATE- 87
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Intellectual Freedom; *Library Administration; *Public Libraries; Records (Forms); State Legislation; *Trustees
IDENTIFIERS- Bylaws; Employment Security; *Maine

Written to give public library trustees in the state of Maine an overall picture of their duties and responsibilities, this handbook covers: (1) the mission, role, and organization of the board of trustees; (2) trustee orientation; (3) meeting procedure; (4) continuing education for trustees; (5) public relations; (6) finance and budgeting; (7) library policies; (8) materials selection policy; (9) personnel policy; (10) hiring and firing the library director; (11) board-director support and cooperation; (12) building maintenance and usage; (13) insurance and security; (14) library building renovation and construction; (15) long range planning; (16) libraries and technology; (17) cooperation among libraries; (18) Maine State Library; (19) Maine Regional Library System; (20) library organizations; (21) periodicals of special interest for trustees; (22) friends of the library; (23) volunteers; and (24) library advocacy. The appendixes include sample bylaws, sample forms, an outline of laws pertaining to libraries in Maine, trustee guidelines, statements on freedom to read and security of employment, a list of acronyms, a glossary, and a 27-item bibliography. (MES)

ED 294 601 JC 870 509

Selected Collective Bargaining Agreements of Iowa Two-Year Colleges.
National Education Association, Washington, D.C.
PUB DATE- 87
NOTE- 366p.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Department Heads; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; Personnel Policy; Released Time; Teacher Dismissal; Teacher Retirement; Teacher Salaries; Tenure; Two Year Colleges; Unions
IDENTIFIERS- *Iowa; National Education Association; *NEA Contracts

Twelve collective bargaining agreements between selected community college districts in Iowa and their respective faculty associations are presented, representing contracts in effect in 1987. Contracts for the following colleges are provided: Northeast Iowa Technical Institute, Iowa Lakes Community College, Northwest Iowa Technical College, Iowa Central Community College, Hawkeye Institute of Technology, Eastern Iowa Community College, Kirkwood Community College, Des Moines Area Community College, Western Iowa Tech Community College, Iowa Western Community College, Southwestern Community College and Southeastern Community College. With some variation among the agreements in terms of coverage and detail, the following topics are dealt with: bargaining agent recognition; grievance procedures; health and safety provisions; evaluation procedures; seniority; reduction in force; voluntary and involuntary transfer; in-service training; personal and professional leaves of absence; working hours; insurance and fringe benefits; wages, salaries, and supplemental pay; severability; and the duration and termination of the agreement. Salary schedules and relevant forms are appended to many of the agreements. (EJV)

ED 294 615 JC 880 217

Noreen, Robert, Ed.
Conference on English and Mathematics. Proceedings (October 21-23, 1987, Napa, California).
California Community Colleges, Sacramento. Office of the Chancellor.; California State Univ. and Colleges, Long Beach. Office of the Chancellor.
PUB DATE- Oct 87
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; *Articulation (Education); Basic Skills; *College Mathematics; Community Colleges; *English Instruction; Higher Education; Intercollegiate Cooperation; *Mathematics Instruction; State Colleges; *Statewide Planning; Testing Programs; Two Year Colleges; Undergraduate Study
IDENTIFIERS- *California

The Conference on English and Mathematics brought together 100 faculty members from the California Community Colleges and the California State University to address such topics as curricular standards; admission, placement, and exit testing; improvement of transition from upper- to lower-division study; and the integration of English and mathematics skills. The proceedings include the text of papers presented at the conference, reports on workshops, and recommendations emanating from the event. After background information on the purposes and planning of the conference, Lee Kerschner's keynote address on the promotion of intersegmental cooperation, equity, quality, and efficiency in California postsecondary education is presented with his responses to questions from the audience. After explaining the charges given to conference participants for small group discussions, reports on the following workshops are provided: (1) "Standards and Expectations in English"; (2) "Standards and Expectations in Mathematics"; (3) "Issues of Transfer and Articulation"; (4) "Assessment and Placement in English"; (5) "Assessment and Placement in Mathematics"; and (6) "Integration of English and Math." Next, selected recommendations developed in the workshops are summarized. Finally, John D. Randall, the interim Chancellor of the California Community Colleges highlights pending state legislation with implications for intersegmental cooperation, and W. Ann Reynolds, Chancellor of the California State University, offers closing remarks. (EJV)

ED 294 658 PS 017 324

Rose, Anna; Pieratos, Anna
The Perspective of Migrant Adolescents. Selected Papers Number 50.
Foundation for Child and Youth Studies, Kensington (Australia).
REPORT NO.- ISBN-0-947193-01-4
PUB DATE- 86
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescents; Case Studies; *Family Problems; Foreign Countries; *Individual Development; *Migrant Problems; *Migrant Youth; Psychotherapy
IDENTIFIERS- *Australia; Developmental Patterns

This paper discusses the migrant adolescent in Australia; specifically, the migrant of European origin, both newly arrived and Australian-born. The migrant experience can be perceived as being a dynamic psychosocial process that is uniquely experienced by each individual. In this process, the migrant adolescent has to deal simultaneously with two cultures while also trying to achieve a sense of psychological separation from the parents and a unique personal identity. Such a developmental stage can be fraught with family tension and conflict. The experiences or choices of one individual can be in accord or conflict with another in the family. The migrant adolescent may not have the support of the normal stability of the family to rely on, as the family members may also be undergoing social and role change. The universal generation gap can become a gap between cultures and may appear to some adolescents to be unbridgeable and unresolvable. Results for some can be increased family conflict and heightened individual anxiety. A case study illustrates the way in which cultural beliefs can be understood when looked at in the cultural context in a counselling situation. Practical suggestions for working with migrant families conclude the discussion. (RH)

ED 294 715 SE 049 082

Suydam, Marilyn N., Ed.; Kasten, Margaret L., Ed.
Investigations in Mathematics Education. Volume 20, Number 3.
Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.
PUB DATE- 87
NOTE- 71p.
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (U.S. subscription $8.00, $2.75 single copy).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTORS- Calculus; Cognitive Processes; Educational Research; *Elementary School Mathematics; Elementary Secondary Education; Mathematics Achievement; Mathematics Education; *Mathematics Instruction; *Number Concepts; Problem Solving; *Research Methodology; *Secondary School Mathematics; Subtraction
IDENTIFIERS- *Mathematics Education Research

This issue contains abstracts and critical comments for 10 papers. The reports are concerned with: (1) children's inferencing behavior; (2) instruction related to problem-solving and basic skills for seventh grade students; (3) remediation of children's subtraction errors; (4) investigation of young children's academic arithmetic contexts; (5) spatial training for calculus students; (6) factors and features affecting the use of mathematical strategies; (7) a linguistic approach to learning numbers; (8) prediction of achievement and attitudes in mathematics and reading; (9) ordering decimals and fractions; and (10) achievement, understanding, and transfer in a learning hierarchy. Research references from "Current Index to Journals in Education" (CIJE) and "Resources in Education" (RIE) for January through March, 1987 are also listed. (RH)

ED 294 731 SE 049 124

Carter, Constance, Comp.
Inventions and Inventors. LC Science Tracer Bullet.
Library of Congress, Washington, DC. Science and Technology Div.
REPORT NO.- TB-87-11
PUB DATE- Nov 87
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Books; *Citations (References); Discovery Processes; Innovation; *Inventions; Periodicals; *Reference Materials; Science Education; *Technological Advancement; Textbooks

Invention is the creation of a new device or technique or the use of some particular phenomenon to achieve a given result. Examples of technological invention can be found at all times and in all places of human history. This paper chronicles the history of invention and provides references to materials that discuss the socio-cultural, economic, and technological requirements necessary to stimulate and foster the growth of creativity and invention. Emphasis is on references to individual acts of discovery and invention; research directed and financed by institutions is covered only generally. This publication is not intended to be a comprehensive bibliography but is designed to put the reader "on target." Included are introductions to the topic; subject headings; basic texts; specialized titles; chronologies, dictionaries and encyclopedias; handbooks for inventors; bibliographies; government publications; conference proceedings; journal articles; technical reports; correspondence, reminiscences and biographical material; journals; selected materials; and additional sources of information. (CW)

ED 294 763 SE 049 167

Junior High Mathematics Program of Studies and Curriculum Guide. 1987. Draft.

Alberta Dept. of Education, Edmonton.

PUB DATE- 87
NOTE- 348p.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Algebra; *Course Objectives; Curriculum Guides; *Foreign Countries; *Junior High Schools; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Number Systems; Problem Solving; Ratios (Mathematics); Secondary Education; Secondary School Curriculum; *Secondary School Mathematics
IDENTIFIERS- *Alberta

This document includes statements of philosophy and a rationale for the Alberta (Canada) junior high school mathematics program, goals and objectives, a discussion of appropriate content and methods, and a delineation of content using six strands. These include: (1) problem solving; (2) number systems and operations; (3) ratio and proportion; (4) measurement and geometry; (5) data management; and (6) algebra. One volume provides the above information in the form of a program of studies, while the second volume is a curriculum guide. (TW)

ED 294 778 SO 018 728

Dugan, Gene, Ed.
Alaska Arts Resource Directory.
Arts Alaska, Inc., Anchorage.
SPONS. AGENCY- Alaska State Council on the Arts, Anchorage.; National Endowment for the Arts, Washington, D.C.
PUB DATE- 87
NOTE- 53p.
AVAILABLE FROM- Arts Alaska, Inc., Box 104880, Anchorage, AK 99510 (free).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Art; *Art Activities; *Arts Centers; Organizations (Groups); Reference Materials; *Resource Centers; *Resource Materials
IDENTIFIERS- *Alaska

This directory lists over 250 non-profit and for-profit arts organizations in 90 Alaskan communities. Compiled as a resource guide for artists, arts administrators, and teachers, this document offers information that assist them in sharing resources, communicating, and coordinating arts activities. It contains information from and about arts organizations, schools, school districts, libraries, museums, city governments, arts businesses, and commercial galleries. It is organized by city and contains information about each city's population size and the name, address, telephone number, and director of the included arts organizations. Budget data for non-profit organizations and a short description of each organization's purpose and major activities are provided. Information about seven national or regional organizations and a map indicating Alaska's communities that are represented in the directory are included. (JHP)

ED 294 396 EC 202 567

Bailes, Cindy; And Others
It's Your Turn Now! Using Dialogue Journals with Deaf Students.
Gallaudet Coll., Washington, D.C. Pre-College Programs.
PUB DATE- 86
NOTE- 141p.
AVAILABLE FROM- Gallaudet University, Pre-Collge Programs, 800 Florida Ave., N.E., Washington, DC 20002 ($9.95).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Classroom Communication; *Dialogs (Language); Elementary Secondary Education; *Hearing Impairments; *Interpersonal Communication; *Reading Strategies; Teacher Response; *Teacher Student Relationship; Teaching Methods; Writing (Composition); *Writing Exercises
IDENTIFIERS- *Dialogue Journals; Whole Language Approach

Dialogue journals can increase hearing impaired students' interest in reading and writing and help them learn to think of written language as a natural and important way to communicate thoughts and feelings. The journals should work as a form of conversation, with the student and teacher equal partners in the dialogue. The teacher does not comment on grammar, spelling, or other academic aspects of the student's writing, but responds only to the content of the message itself. Illustrated with pages taken from dialogue journals written by students of various ages, this guide discusses: (1) how to start the dialogue; (2) how to deal with problems such as a student who only gives one-word answers, who just draws pictures, who writes about the same topic every day, etc.; and (3) how dialogue journals can benefit students. In a series of practice exercises, the reader's responses to sample students' entries can be compared with the original teacher's response. The final chapter reviews the research on this approach to whole-language learning. Appendices describe procedures for obtaining consent and present longer examples of teacher-student dialogue. (JDD)

ED 294 472 HE 021 400

Assefa, A. Mariam
France: A Study of the Educational System of France and a Guide to the Academic Placement of Students in Educational Institutions of the United States. World Education Series.
American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.
SPONS. AGENCY- United States Information Agency, Washington, DC. Bureau of Educational and Cultural Affairs.
REPORT NO.- ISBN-0-910054-90-8
PUB DATE- 88
NOTE- 290p.
AVAILABLE FROM- American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, N.W., Suite 330, Washington, DC 20036 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Agricultural Education; Allied Health Occupations Education; Architectural Education; Art Education; Business Education; College Admission; Credentials; Degrees (Academic); Dental Schools; *Educational Certificates; *Elementary Secondary Education; Engineering Education; *Foreign Students; International Educational Exchange; International Organizations; Medical Education; Music Education; *Postsecondary Education; Social Work; *Student Placement; Study Abroad; Teacher Education; Technical Education; Vocational Education
IDENTIFIERS- *Foreign Educational Credentials; *France

The purpose of this book is to explain French educational credentials to U.S. college and university admissions officers and credentials evaluators. Following introductory sections providing a map of France and an educational and historical overview of France, the following chapters are presented: (1) elementary and secondary education (including vocational education); (2) university education; (3) short higher technical education; (4) engineering education; (5) agricultural education; (6) business education; (7) teacher training; (8) health and social education (medicine, dentistry, paramedical and related occupations, and social work); (9) architecture, art, music and drama; and (10) suggestions for U.S. admissions officers. Placement recommendations approved by the National Council on the Evaluation of Foreign Educational Credentials are provided. Four appendices list French universities, institutions that award the Diplome d'Ingenieur, postsecondary schools of business and commerce, and special institutions. Also provided are a list of acronyms, useful addresses, a glossary, 18 annotated references, and an index. Sample programs and other data are provided in 32 tables and charts, and copies are provided of 34 diplomas, certificates and other documents. (KM)

ED 294 486 HE 021 422

Scribbins, Keith; Walton, Frank
Staff Appraisal in Further and Higher Education: A Study in Performance Review and Development. Management in College Series.
Further Education Staff Coll., Blagdon (England).
REPORT NO.- ISBN-0-907659-56-X
PUB DATE- 87
NOTE- 86p.

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; Efficiency; Equal Opportunities (Jobs); Evaluation Criteria; *Evaluation Methods; *Faculty Development; *Faculty Evaluation; Foreign Countries; Legislation; *Performance; Policy; Postsecondary Education; Social Discrimination
IDENTIFIERS- Great Britain

The many forms of performance appraisal for faculty in Great Britain are examined. Advice and suggestions about appropriate training are offered, and conclusions are drawn about the kind of system that is most beneficial to the education service and to people employed in higher and further education institutions. Five chapters focus on: developments in performance appraisal policy (definitions, relevance to further and higher education, interest in performance appraisal, possible obstacles to the practice of performance appraisal, advantages of staff appraisal, and aims of government policy); introduction of appraisal (why staff appraisal is fashionable, why interest is not practice); employment law and other legal parameters (appraisal and the law, Sex Discrimination Act 1975 and Race Relations Act 1976, Data Protection Act 1984, employment protection legislation, redundancy selection, instruments and articles of government, the Burnham provisions); scheme design (objectives and standards, other needs, methods of appraising performance, techniques, starting points, involvement of senior management, and a system for further and higher education establishments); and appraisal training (preliminary steps, explaining performance appraisal, preparation for appraisal, classroom observation, appraisal interview, setting objectives, counseling, feedback, and the program). In the concluding chapter recommendations are given for performance and review development, response to union opposition, and pilot schemes. Appended are reprints of relevant legislation, a staff review scheme, two appraisal forms, an observer handout, an interviewing checklist, and a guide sheet for course members. 40 references. (SM)

ED 294 500 HE 021 469

University of Wyoming Centennial Committees. Report to the Trustees, October 1987.

Wyoming Univ., Laramie.

PUB DATE- Oct 87
NOTE- 219p.
AVAILABLE FROM- University of Wyoming, Office of Development, Box 3963, University Station, 1200 Ivinson Avenue, Laramie, WY 82071.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission Criteria; Advisory Committees; College Admission; College Curriculum; College Environment; College Faculty; *College Planning; College Students; Higher Education; Schools of Education; *Self Evaluation (Groups); *State Universities; Statewide Planning; Student Unions; Teacher Education; Teacher Salaries
IDENTIFIERS- *University of Wyoming

Centennial committee reports for the University of Wyoming are presented for the trustees. The reports cover the curriculum, the faculty, the quality of university life, statewide activities, students, and teacher education. Included are recommendations for change for general education, the University College, the core curriculum, undergraduate seminars, the Honors College, and interdisciplinary teaching and research. Issues concerning faculty include: instruction, research and scholarly activities, and professional recognition. Campus planning is covered, along with cultural and artistic resources, intellectual resources, and developing technologies. The following statewide activities are considered: relations between the university and community colleges, student internship programs, educational outreach, economic development and diversification, and organizing higher education. Admission standards, the school calendar, and student outreach are discussed, along with change within the College of Education that affects teacher education. Extensive appendices include data on faculty salaries and student admissions, information on public relations activities of other universities, admissions standards at peer institutions, and a proposal for student union expansion. (SW)

ED 294 528 IR 013 073

McMahon, Barrie; Quin, Robyn
An Approach to the Teaching of Television in Secondary Schools.
PUB DATE- Jul 86
NOTE- 30p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986). Photographs will not reproduce.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Critical Thinking; Cultural Influences; *Curriculum Enrichment; Foreign Countries; Ideology; *Instructional Innovation Marketing; *Mass Media; Models; Research Methodology; Secondary Education; Stereotypes; Study Skills; Telecommunications; Television Research
IDENTIFIERS- *Australia; *Media Education

This paper outlines the writers' views on the domains and goals of media studies in different Australian states, and stresses the need to study the relationship between the media systems, products, and culture. An analytical model for teaching television studies is discussed, the aims of which are to: (1) introduce the study in a manner that will engage students' interest and involvement; (2) develop some fundamental understanding of the social function of the media; and (3) enable students to be ultimately independent of teacher guidance and short term props. It is suggested that teaching start with the known, i.e., the narrative; to problematize it by addressing notions of form; to denaturalize the television image by examining codes and conventions; and to apply the concepts developed to representations, such as stereotypes. Throughout, attention is drawn to the ideological underpinnings of the meanings received on television, and various activities are suggested to help students gain long term independence in media interrogation. The method described is characterized as simple, clearly developed from the known (narrative) to the unknown (ideology), and accessible to teachers and students. Appended are examples of student activities. (4 end notes) (CGD)

ED 294 572 IR 013 239

Abbott, Robert D.; Churchill, Lynn D.
Instructional Uses of Microcomputers. Summary of 1984-1986 Projects.
Washington Univ., Seattle. Center for Instructional Development and Research.
PUB DATE- 87
NOTE- 18p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for TA (Teaching Assistants) Training. For a related report, see IR 013 238.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Educational Facilities; Higher Education; *Instructional Development; *Material Development; Media Research; Program Descriptions; *Telecommunications; Videodisks; Videotape Recordings; Workshops
IDENTIFIERS- Teaching Assistant Training Project; University of Washington

This report reviews the 1984-86 projects of the University of Washington Center for Instructional Development and Research (CIDR), a central facility designed to assist instructors, teaching assistants, and departments in the continued improvement of learning and teaching. Following an overview of CIDR's funding, facilities, and staff resources, projects undertaken in response to four catagories of requests are briefly described: (1) faculty instructional development, including workshops and seminars, instructional videotape development, and software evaluation; (2) individual project consultations with faculty in the departments of architecture, arts and sciences, business administration, education, engineering, health sciences, library and information science, pharmacy, and social work; (3) use of networking and telecommunications, including support for satellite teleconferences, instructional configuration of a local area network, and software training for hearing-impaired students; and (4) using advanced educational workstations, including development of videodiscs. A list of 32 CIDR publications and presentations is appended. (MES)

ED 294 643 JC 880 257

Nielsen, Norm

How a Small/Rural College May Start and Sustain an International Program.

PUB DATE- 26 Apr 88
NOTE- 7p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (68th, Las Vegas, NV, April 24-27, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Foreign Students; *International Programs; International Trade; *Program Development; *Student Exchange Programs; *Study Abroad; *Teacher Exchange Programs; Technical Assistance; Two Year Colleges

The development of an international education program should be approached by a community college in the same way as any other program, with consideration of the program's impact on the college as a whole. First, the college should examine its reasons for wanting to start an international education program. These may include a desire to expand students' global understanding and their opportunities for international experiences; to provide professional development for the faculty and staff through travel opportunities; to meet expanding community needs for international skills in trade; to recruit students from other countries into low enrollment programs; and/or to increase the cultural diversity of the community. A community college may approach the development of its international program by adding international components to existing courses, adding new courses to current programs, arranging study tours and student/faculty exchanges, providing on-campus technical assistance training for foreign students, sending staff and faculty abroad to provide technical assistance, increasing foreign student enrollment, and/or offering international expertise to the business community. After establishing the objectives of its international program, the college can begin implementing the program by mobilizing the faculty and staff, involving the community, and seeking funding sources. (MDB)

ED 294 673 PS 017 348

National Cutoff Date for Students Entering Kindergarten or First Grade. Promoting State Legislation.

National Education Association, Washington, D.C. Div. of Instruction and Professional Development.

PUB DATE- 87
NOTE- 29p.
AVAILABLE FROM- National Education Association, 1201 Sixteenth Street, N.W., Washington, DC 20036 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; Educational Policy; Educational Research; *Grade 1; *Kindergarten; *Kindergarten Children; Preschool Education; Primary Education; *School Entrance Age
IDENTIFIERS- National Education Association

The National Education Association prepared this booklet on school entrance age because the association feels that the issue of a national cutoff date for entrance to kindergarten is perhaps the least controversial, most popular, and easiest educational reform issue to promote. The first part of the booklet: (1) provides information that supports a national September 1 cutoff date; (2) presents arguments that NEA state affiliates can use to frame the issues; (3) cites related NEA policies; (4) lists key people and organizations that affiliates might call on for support and supplementary information; and (5) provides nine references. Remaining materials include: (1) a discussion of pupil age at school entrance; (2) a consideration of the question of whether preschool is too much too soon; and (3) a table on kindergarten staff characteristics prepared by the Education Commission of the States. Also included is a table listing school entrance age dates for each of the United States and the District of Columbia. (SKC)

ED 294 688 PS 017 369

Morgan, S. Philip; Waite, Linda J.
Parenthood and the Attitudes of Young Adults. A RAND Note.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

REPORT NO.- Rand-N-2676-NICHD
PUB DATE- Aug 87
NOTE- 12p.; Originally published by American Sociological Association in "American Sociological Review"; v52 n4 Aug 1987.
GRANT- NICHHD-P50-HD-12639
AVAILABLE FROM- The RAND Corporation, Publications Department, 1700 Main Street, Santa Monica, CA 90406-2138 ($4.00; 25% discount on orders for 25 or more copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; Longitudinal Studies; Marriage; *Parent Attitudes; *Parents; *Racial Differences; *Sex Role; *Young Adults

The relationship between parenthood and sex role attitudes and aspirations was examined with the use of data from a longitudinal study of a single high school graduating class. Findings indicated that parents were more traditional than nonparents, partly because parents were more traditional before having a child. It was also found that the transition to parenthood exerted effects that varied according to the color and marital status of the respondent. For white married respondents, becoming a parent had a clear and traditionalizing influence, but for unwed black women, the opposite effect was observed; for these women, parenthood led to more egalitarian attitudes. This pattern was interpreted to reflect costs and benefits of traditional sex roles for different groups in different situations. Appended are 34 references. (Author/SKC)

ED 294 747 SE 049 142

Lochhead, Jack
Toward a Scientific Practice of Mathematics Education.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 88
NOTE- 28p.; Paper presented at the Conference "Toward a Scientific Practice of Science Education" (Berkeley, CA, January 14-17, 1988).
GRANT- NSF-TEI-8751491
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Calculators; *College Mathematics; Computer Assisted Instruction; Computer Uses in Education; *Educational Change; *Educational Philosophy; *Elementary School Mathematics; Elementary Secondary Education; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Rote Learning; *Secondary School Mathematics

This document asserts that mathematics is becoming essential to many more disciplines. The paper is an attempt to describe the sorts of curricular changes which many mathematics educators are now recommending. The paper discusses: (1) mathematical power; (2) mathematics instruction; (3) new research directions; (4) mathematical thinking and learning; (5) rote learning; (6) the development of subject matter; (7) problem solving strategies; (8) metacognition and "executive control"; (9) the use of the calculator and computer technology; (10) the effects of calculators and computers; and (11) future directions of research. It concludes that the need for a structural scientific approach to curriculum and instructional development in mathematics has never been greater. A four-page list of references is provided. (TW)

ED 294 441 FL 017 373

Rwanika, Mwisha; And Others
Ciluba. Livre du formateur (Ciluba. Teacher's Manual).
Peace Corps, Bukavu (Zaire). Teaching Center.

PUB DATE- May 86
NOTE- 192p.
LANGUAGE- French; Ciluba
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communicative Competence (Languages); Course Content; *Cultural Education; Developing Nations; Foreign Countries; Grammar; *Intensive Language Courses; Oral Language; Proverbs; Second Language Instruction; Teaching Guides; Uncommonly Taught Languages; Vocabulary Development; Voluntary Agencies
IDENTIFIERS- *Ciluba; Peace Corps

The teacher's manual for Peace Corps volunteer language training in Ciluba is designed for introductory oral language instruction. It is intended to assist trainees in functioning in the language within at least 6 weeks, and to transmit cultural information about the host country through linguistic structures, texts, and discussion topics. It contains 20 lessons consisting of grammar exercises, expressions, stories, passages, appropriate vocabulary, and proverbs. Contents are entirely in French and Ciluba. (MSE)

ED 294 426 FL 017 345

van der Vyver, D. H., Ed.
Per Linguam: A Journal of Language Learning, Vol. 1-3, 1985-1987.
Stellenbosch Univ. (South Africa).
PUB DATE- 87
NOTE- 365p.
AVAILABLE FROM- The Editor, Per Linguam, Institute for Language Teaching, University of Stellenbosch, 7600 Stellenbosch, South Africa (annual subscription $10.00).
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Acceleration (Education); *African Languages; Classroom Techniques; *Computer Assisted Instruction; Distance Education; English (Second Language); Foreign Countries; Second Language Instruction; Second Language Learning; *Suggestopedia; Teaching Methods; Uncommonly Taught Languages
IDENTIFIERS- *Africa (South); South Africa

Regular issues of "Per Linguam" appear twice a year. The document consists of the six regular issues for the years 1985, 1986, and 1987. These issues contain the following 32 articles: (1) "SALT in South Africa: Needs and Parameters" (van der Vyver); (2) "An Analysis of SALT in Practice" (Botha); (3) "SALT and the Teaching of African Languages" (Roux); (4) "Suggestopedic Texts for Foreign Language Teaching" (Kussler and Bodenstein); (5) "Improving Emotive Communication: Verbal, Prosodic and Kinesic Conflict-Avoidance Techniques" (Arndt and Janney); (6) "Computers in the Writing Process--Advantage or Disadvantage?" (Botha); (7) "Some Psycholinguistic Conditions for Second Language Learning" (Spolsky); (8) "Penetrating Learning Barriers and the Art of Suggestion" (Dhority); (9) "Accelerated Learning Techniques for the Foreign Language Classroom" (Bancroft); (10) "Stories and Story Telling in First-Level Language Learning" (Blair); (11) "Holistic Methods of Foreign Language Instruction as Precursors of a Renewed Interest in the Theatre Arts for Language Teaching" (Jung); (12) "Arabic and Urdu in International Perspectives (Nadvi); (13) "Teaching Reading with Stories vs. Cognitive Hierarchy" (Fuller); (14) "Some Personal Observations of SALT, Suggestopedia and Other Accelerative Learning Methods in Japan and Europe" (Gassner-Roberts); (15) "Approaches to the Design of Language Teaching Software" (Phillips); (16) "Media Use in Distance Education in Sweden" (Davies); (17) "Video in Foreign Language Teaching (Hambrook); (18) "Radio Language Teaching in Kenyan Schools" (Imhoof); (19) "The Brain and Accelerative Learning" (Hand); (20) "The Microcomputer: A Tool for Personal Language Learning" (Wyatt); (21) "Suggestopedic Research in the GDR" (Gassner-Roberts); (22) "Error Analysis and Its Significance for Second Language Teaching and Learning" (Sobahle); (23) "An Overview of Project Intelligence" (de Capdevielle); (24) "English and Operacy for Teachers" (van der Vyver); (25) "Shakespeare through Suggestopedia?" (Swart); (26) "A Computer Programme for Sentence Comprehension" (Felix); (27) "The Effect of Campus Unrest on the Language Proficiency of University Students" (Allardice); "A Xhosa Communicative Test for Senior L2 Pupils" (Gxilishe); (29) "Raising Achievement Levels by Means of Suggestopedia" (Odendaal); (30) "Speech Acts: The Communicative Revolution in Language Teaching" (Blunt); (31) "Designing an Afrikaans (Third Language) Communicative Syllabus" (Rousseau and Odendaal); (32) "The Role of Error Correction in Communicative Second Language Teaching" (Botha). (MSE)

ED 294 458 FL 017 394

Lindfelt, Bengt
L'enchainement des consonnes occlusives suivies de voyelles anterieures en francais (The Chaining of Occlusive Consonants Followed by Anterior Vowels in French).
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
REPORT NO.- CIRB-B-165; ISBN-2-89219-187-4
PUB DATE- 88
NOTE- 302p.; Some graphs are marginally legible.
LANGUAGE- French
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Acoustic Phonetics; *Articulation (Speech); Consonants; Foreign Countries; *French; *Generative Phonology; Language Patterns; Language Research; *Phonetics; Vowels

A study investigated the range of articulatory patterns in French in which occlusive consonants are followed by anterior vowels, and the resulting acoustic phenomena. Articulatory factors examined include the place of articulation of the occlusive consonant; the nature of contact during the occlusion; articulatory movements at the consonants' off-glide and the subsequent placement of the vowel; the place of articulation and aperture of the vowel; and length of each sound. Acoustical effects examined include the acoustical character of the holding of the occlusive; the nature of the transition (duration and character of the explosion); and the acoustical stability of the vowel. After introductory sections concerning the study's objectives and methodology, the various analyses are described in detail and charted. A four-page bibliography is included. (MSE)

ED 294 587 IR 052 370

MacLean, Barbara; And Others
Alaska Collection Development Manual.
SPONS. AGENCY- Alaska State Library, Juneau.
PUB DATE- 85
NOTE- 89p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Evaluation Criteria; *Evaluation Methods; Guidelines; *Library Administration; *Library Collection Development; *Library Collections; Library Planning; Policy Formation
IDENTIFIERS- Alaska

Written to guide librarians and staff in all types of libraries, this manual describes steps in the processes of writing collection development statements and assessing library collections. The first section focuses on the collection development policy--the benefits of a written policy, who should write the statement, and elements to be included. Dealing with collection assessment, the second section lists the benefits of assessment and suggests a systematic process and tools for performing the evaluation. Setting collection goals based on the assessment, collection development policy, and library mission is considered in the third section, and alternative methods of collection assessment which might serve to verify results are noted in the fourth. Appendixes include a directory of the Alaska Statewide Collection Development Steering Committee members; sample collection development policies from high school, public, government, and community college libraries; a list of collection assessment criteria; collection intensity indicators;

Dewey Decimal and Library of Congress worksheets; and Pacific Northwest Conspectus worksheets. (14 references) (MES)

ED 294 616 JC 880 220

Deegan, William L.
Managing Contract Training Programs: Progress and Proposals. Institute for Studies in Higher Education Policy Paper No. 2.
Florida State Univ., Tallahassee. Inst. for Studies in Higher Education.
PUB DATE- Jan 88
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Organization; Community Colleges; Economic Development; Educational Finance; *Job Training; Labor Education; *Performance Contracts; *Program Administration; *School Business Relationship; School Policy; State Programs; Two Year Colleges
IDENTIFIERS- *Contract Training

An overview is provided of community college involvement in providing job training for industry on a contract basis. Part 1 provides background on the changing role of community colleges and the introduction of contract training as a means of addressing the growing need of organizations to train and retrain staff. Part 2 offers a national perspective on the boom in training and development, indicating that only 57% of all employee training programs are provided in-house and listing the types of educational and non-school organizations offering the other 43% of employee training. This section also considers statewide efforts to address economic development needs. Part 3 presents a national profile of contract training in community colleges, using survey data to examine the organizational structures needed to deliver contract training, trends related to program sites and the college-credit status of courses, types of contract clients, problems, benefits, and perceptions of the future of contract training. Part 4 discusses issues in the management of contract training programs, including program organization, planning, finance, and evaluation. Finally, part 5 identifies policy issues related to the establishment of separate business institutes, the goals and limits of a center for contract training, separate advisory structures for representatives from business and the college, staffing needs, and financial policies. (EJV)

ED 294 630 JC 880 242

Analysis of Student Transfer and Persistence.

Texas Coll. and Univ. System, Austin. Coordinating Board.

PUB DATE- 88
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *College Transfer Students; Community Colleges; *Enrollment Trends; State Surveys; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Reverse Transfers; *Texas

In January 1986, the Coordinating Board of the Texas College and University System conducted a longitudinal study of college transfer using course enrollment data. The study identified all first-time students enrolled in general academic courses in Texas public community and junior colleges in fall 1981 (N=92,519) and matched them by social security number against senior college enrollment lists through spring 1985. Study findings included the following: (1) 19.3% (N=17,816) of the original student population had transferred to a Texas public university by spring 1985; (2) transfer rates for individual two-year colleges ranged from 7% to 43%; (3) full-time students transferred at a higher rate (27.2%) than part-time students (10.3%); (4) part-time transfer rates for individual institutions ranged from 2% to 32%, while full-time rates ranged from 8% to 45%; (5) almost 3% of the total group transferred in the spring semester after their initial fall enrollment at the community college; (6) 34% of the community college transfers attained senior status, compared to 35% of the students who began at universities; (7) Texas community college transfers represented 18.1% of the total new student enrollment at Texas public universities; and (8) 12.8% of the new student enrollment in Texas public community colleges consisted of reverse transfers from Texas universities. (EJV)

ED 294 703 RC 016 583

Special Education for Migrant Students.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 41p.
CONTRACT- 400-86-0024
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Access to Education; *Disabilities; Educational Cooperation; Educational Legislation; *Educational Needs; Elementary Secondary Education; Environmental Standards; Gifted Disadvantaged; Handicap Identification; Health Needs; Interstate Programs; *Migrant Education; Migrant Problems; Quality of Life; *Special Education; *Student Needs; Student Records
IDENTIFIERS- *Education for All Handicapped Children Act; Migrant Student Record Transfer System

Migrant students--especially those requiring special education--are at a disadvantage in our nation's tradition-based schools. Highly mobile migrant students change schools frequently enough to be out of step with normal school calendars, causing both handicapped and gifted students to be underidentified as candidates for special programs. Migrant students who are more "settled out" and remain for some time in the same school carry with them academic losses sustained during times of high mobility. These students find themselves being overrepresented in some categories of special education. Even when migrant students are placed properly, the time-consuming task of developing an individualized education plan often is interrupted by a move to a new school. Information exchange and mechanisms for ensuring academic continuity for the special education student are just now beginning to emerge. More interstate and intrastate coordination is prerequisite to equitable educational treatment of migrant students. Additional efforts to recruit eligible students are called for, along with improved involvement of the parents of migrant students. If the parents of migrant children are ill-equipped to influence the educational process, and that is often the case, others must act upon the mandate to build an educational system that enfranchises all out citizenry. (JHZ)

ED 294 716　　　　　　　　　　　SE 049 086

Boyd, Vivian; And Others
Audiotutorial Tapes as Aids to College Chemistry Registrants. Research Report #10-87.
Maryland Univ., College Park. Counseling Center.
PUB DATE- 88
NOTE- 15p.; Contains light type which may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Audiotape Recordings; *Autoinstructional Aids; *Chemistry; College Science; Educational Equipment; Higher Education; Instructional Materials; *Learning Modules; Physical Sciences; *Programed Instructional Materials; Research; Science Education; *Science Instruction

Registrants of college chemistry (Chem 103) whose permanent address indicated they lived in Maryland, Washington, D.C., or northern Virginia, were invited by letter to participate in a pre-course refresher consisting of listening to as many as seven audiotutorial tapes on the basic concepts and calculations of chemistry. Sixty-nine percent of those who chose to listen to at least one of the tapes earned a final course grade of A, B, or C, while only 57% of non-users received at least a C final grade. There were significant differences among groups in terms of academic persistence, persistence in good standing, and semester grade point averages, in each of the three semesters following the semester of intervention. The results suggest that offering college chemistry registrants an opportunity to listen to audiotutorial tapes on the basic concepts of chemistry prior to their taking the chemistry course is a highly effective way to help them do well both in chemistry and in general. (CW)

ED 294 764 SE 049 169

Tyson-Bernstein, Harriet
A Conspiracy of Good Intentions. America's Textbook Fiasco.
Council for Basic Education, Washington, D.C.
PUB DATE- 88
NOTE- 127p.; Drawings may not reproduce well.
AVAILABLE FROM- Council for Basic Education, 725 15th Street, NW, Washington, DC 20005 ($10.00 plus $3.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Books; Curriculum; Elementary Education; *Elementary Secondary Education; *Policy Formation; Secondary Education; Textbook Bias; *Textbook Content; *Textbook Preparation; *Textbook Publication; Textbooks; *Textbook Selection; Textbook Standards
IDENTIFIERS- *Council for Basic Education

Many feel that textbooks dominate what students learn. They set the curriculum and often the facts learned in most subjects. For many students, textbooks are their first and sometimes only early exposure to books and to reading. The public regards textbooks as authoritative, accurate and necessary and many teachers rely on them to organize lessons and structure subject matter. The purpose of this book is to provide necessary illumination regarding textbooks in relation to schools, teachers, students, and the national textbook market. Among the discussions included are: What is the American Textbook System?; Why Textbook Reform Matters; What is a Good Textbook?; The Condition of Today's Textbooks; What Scholars Say about Textbooks; The "Bad Writing" Problem; Readability Formulas and Elementary Textbooks; How the Preoccupation with Testable Skills Causes Bad Writing in Textbooks; the "Mentioning" Problem: Too Many Topics in Too Little Space; The Making of a Textbook: A Fictionalized Account; Reforming Textbooks; Recommendations to Policymakers in Adoption States; Recommendations for National Academic Organizations; Recommendations for Foundations; Recommendations for School Districts in Non-Adoption States; Recommendations to Teacher Unions; Recommendations to Publishers; and An Ideal Textbook Adoption Process. Included are statistical tables and a list of typical textbook policies. (CW)

ED 294 779 SO 018 741

Gilbertson, Eric R.
The Constitution and Academic Freedom.
PUB DATE- 24 Nov 87
NOTE- 37p.; Paper presented at the Annual Meeting of the American Association of State Colleges and Universities (New Orleans, LA, November 24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Historical Materials (060)
DESCRIPTORS- *Academic Freedom; Censorship; *Constitutional History; *Constitutional Law; Freedom of Speech; Higher Education; *Intellectual Freedom; Student Rights; United States History
IDENTIFIERS- *United States Constitution

During the past 150 years U.S. courts have demonstrated a special protectiveness toward academics and academic institutions. Academic freedom was not a concern when the U.S. Constitution and the First Amendment were drafted and is not mentioned in the "Federalist Papers." However, decisions by a series of Supreme Court justices led to doctrines of constitutional interpretation related to academic matters. Academic freedom issues arose in response to what now seems to be clear abuses of authority. Today, academic freedom issues are complex and intertwined with conflict of interest, public policy, and dissent issues. The point at which academicians'

limits to consitutional protection of their rights to express opinions or where speech or conduct so impairs the effective work of an institution that its interests may prevail over those of the individual have yet to be determined. Since the 1960s there has been a growing interest in students' rights. The Constitution has provided a solid base of protection against political or authoritarian interference and guarded free expression in the academic community. (JHP)

ED 294 382 EC 202 553

Jarzab, Jacquelyn L.
Increasing the Awareness of Middle School Developmentally Delayed Students, Parents, and Educators Concerning Supplemental Security Income.
PUB DATE- 87
NOTE- 88p.; Ed.D. Practicum I Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- Child Advocacy; *Developmental Disabilities; Eligibility; *Federal Aid; Federal Programs; Financial Aid Applicants; Financial Support; Income; Information Needs; Intermediate Grades; Junior High Schools; Knowledge Level; Lesson Plans; Middle Schools; *Mild Mental Retardation; *Parent Education;

*Teacher Education
IDENTIFIERS- *Supplemental Security Income Program

This practicum project was designed to educate developmentally delayed students, parents, and educators concerning the availability of Supplemental Security Income (SSI) through application to the Social Security Administration. Results of a survey of school staff and parents showed a need for information dissemination concerning SSI funds. The project's goals were: (1) to provide the targeted groups with information concerning the availability of funds and application procedures, and (2) to help parents apply for the funds. Necessary information was incorporated into the lesson plans of educable mentally handicapped students in a middle school. The practicum resulted in increased awareness of the SSI program by the 14 participating students and their parents and educators, and three students were declared eligible for funding when their newly informed parents submitted applications. (Author/JDD)

ED 294 397 EC 202 568

Semanchik, Karen

Music and You: Teacher Guide.

Gallaudet Coll., Washington, D.C. Pre-College Programs.
PUB DATE- 86
NOTE- 29p.
AVAILABLE FROM- Gallaudet University, Pre-College Programs, 800 Florida Ave., N.E., Washington, DC 20002.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Assistive Devices (for Disabled); *Auditory Training; *Educational Media; Elementary Secondary Education; *Hearing Impairments; *Listening Skills; Musical Composition; Musical Instruments; *Music Education; Music Reading

This teacher's guide presents a course for training hearing-impaired students to listen to, create, and perform music. It emphasizes development of individual skills and group participation, encouraging students to contribute a wide variety of auditory and musical abilities and experiences while developing auditory acuity and attention. A variety of instructional aids are described for those who may experience difficulty discriminating some parameters of sound or music (e.g., amplification systems, a "vibrating floor," color organs, oscilloscopes, real-time spectrum analyzers, tuning forks, metronomes, and drum machines). Seven learning objectives are presented: (1) identify ways to use music as a form of communication and expression; (2) identify basic elements of sound and sound production; (3) describe the process of translating sound elements into music elements of pitch, loudness, rhythm, and timbre; (4) read basic musical notation, including all notes on the grand staff, rhythm markings, and dynamic markings; (5) play a simple musical composition on an instrument, reading it from musical notation; (6) contribute to creating a class musical composition; and (7) participate in performing the class musical composition. Sample listening activities are described and equipment sources listed. (VW)

ED 294 442 FL 017 374

Rwanika, Mwisha; And Others
Kikongo. Livre du formateur (Kikongo. Teacher's Manual).
Peace Corps, Bukavu (Zaire). Teaching Center.
PUB DATE- May 86
NOTE- 194p.
LANGUAGE- French; Kituba
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communicative Competence (Languages); Course Content; *Cultural Education; Developing Nations; Foreign Countries; Grammar; *Intensive Language Courses; *Kituba; Oral Language; Proverbs; Second Language Instruction; Teaching Guides; Uncommonly Taught Languages; Vocabulary Development; Voluntary Agencies
IDENTIFIERS- Peace Corps

The teacher's manual for Peace Corps volunteer language training in Kikongo is designed for introductory oral language instruction. It is intended to assist trainees in functioning in the language within at least 6 weeks, and to transmit cultural information about the host country through linguistic structures, texts, and discussion topics. It contains 20 lessons consisting of grammar exercises, expressions, stories, passages, appropriate vocabulary, and proverbs. Contents are entirely in French and Kikongo. (MSE)

ED 294 543   IR 013 088

Samwilu-Mwaffisi, M.
National Policies towards Broadcasting in Tanzania.
PUB DATE- Jul 86
NOTE- 33p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Broadcast Industry; Censorship; Developing Nations; Foreign Countries; Government Role; History; Minority Groups; *Nationalism; News Reporting; *Political Influences; *Programing (Broadcast); *Public Policy; *Radio; Secondary Education; Swahili
IDENTIFIERS- British Colonies; Development Communication; *Tanzania (Dar Es Salaam)

The main thesis of this paper, which uses Tanzania's broadcasting system--Radio Tanzania Dar Es Salaam (RTD)--as a case study, is that media systems reflect the political and economic systems of the nation within which they operate subject to certain constraints. This discussion includes: (1) the history of the country's broadcasting policy before 1967; (2) a profile of the United Republic of Tanzania in terms of its politics, economy, industries, demography, and culture as well as its education, health services, transportation, and telecommunications systems; (3) a review of the five national broadcasting services (National, Commercial, Schools, External, and News), and the changes in broadcasting policy since 1967 and their effects on programming in Radio Tanzania; and (4) an examination of government instituted controls that have been implemented to ensure that Radio Tanzania reflects national policy. It is concluded that finance, transportation, and telecommunications are the major impediments to Radio Tanzania fulfilling all of its broadcasting policy, and that RTD is fighting against good intentions. (18 references) (CGD)

ED 294 557 IR 013 222

Kirkwood, Adrian
Access to Video Equipment for Study Purposes: Undergraduate Students in 1986. Findings from the Costs/Access Survey 1986. Report No. 5.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- May 87
NOTE- 19p.; Student Research Centre.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Developed Nations; *Distance Education; Educational Television; Foreign Countries; Higher Education; *Home Study; *Open Universities; Surveys; *Video Equipment; Videotape Cassettes; *Videotape Recorders
IDENTIFIERS- *Open University (Great Britain)

At the end of 1986 a survey of 1,200 new and 1,200 continuing undergraduate students of the Open University (Great Britain) was undertaken which addressed the related issues of costs of studying and access to television and video equipment for study purposes. The overall response rate was 75.4% when the data were analyzed in March 1987. Analyses of the data indicated that 77% of the undergraduate students had access to some kind to video equipment for study purposes, with approximately 60% reporting access in their homes. In addition, 26% of the students without home access to video indicated a willingness to buy or rent a videocassette machine if the Open University provided video material for course work. The data also provided some potentially important variations in patterns of access based on demographics and region. The text is supplemented by 12 figures and data for the study are displayed in four appended tables. (4 references) (EW)

ED 294 602 JC 870 511

Selected Collective Bargaining Agreements of Kansas Two-Year Colleges.
National Education Association, Washington, D.C.
PUB DATE- 87
NOTE- 363p.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Department Heads; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; Personnel Policy; Released Time; Teacher Dismissal; Teacher Retirement; Teacher Salaries; Tenure; Two Year Colleges; Unions
IDENTIFIERS- *Kansas; National Education Association; *NEA Contracts

Collective bargaining agreements between the boards of trustees and faculty associations of 10 selected community colleges in Kansas are presented, representing contracts in effect in 1987. Contracts for the following colleges are included: Butler County Community College, Dodge City Community College, Fort Scott Community College, Garden City Community College, Hutchinson Community College, Independence Community College, Johnson County Community College, Kansas City Kansas Community College, Labette Community College, and Pratt Community College. With some variation among the agreements in terms of coverage and detail, the following topics are dealt with: bargaining agent recognition; probation period; professional workload; retained rights; grievance procedures; reduction in force and recall; personal and professional leaves of absence; personnel files; evaluation procedures, teacher discipline, suspension, termination, and nonrenewal; extra-curricular involvement and committee assignments; outside employment; salary and fringe benefits; insurance; retirement; a savings clause; and the duration, termination, and renewal of the agreement. Salary schedules are appended to many of the agreements. (EJV)

ED 294 644 JC 880 258

VTI Board of Trustees Agreement with Maine Teachers Association VTI Faculty Unit, 1986-1987 and 1987-1989.

National Education Association, Washington, D.C.

PUB DATE- 88
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Department Heads; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; *Personnel Policy; Released Time; Teacher Dismissal; Teacher Retirement; Teacher Salaries; Tenure; Two Year Colleges; Unions
IDENTIFIERS- *Maine; National Education Association; *NEA Contracts

Two consecutive collective bargaining agreements between the Maine Vocational Technical Institute (VTI) Board of Trustees and the Maine Teachers Association VTI Faculty Unit are presented, covering the years 1986-87 and 1987-89. Both agreements include articles on: (1) union recognition; (2) union security; (3) grievance procedures; (4) paid and unpaid leaves of absence; (5) rights of the faculty association; (6) management rights; (7) probation; (8) teacher evaluation; (9) discipline; (10) resignations; (11) personal and academic freedom; (12) the work year; (13) salary and fringe benefits; (14) job postings; (15) seniority; (16) transfers; (17) class size and teaching load; (18) miscellaneous items; (19) personnel files; (20) safety requirements; and (21) the duration of the contract. In addition, the 1987-89 contract also includes language on the statewide labor/management committee, set up to study and develop recommendations on issues of mutual concern, and an article on workers' compensation. Salary schedules, schedule criteria, stipend compensation formulae, grievance forms, and instructor evaluation sheets are appended to both agreements. (EJV)

ED 294 659 PS 017 325

Maron, Chris
How To Help Your Child as a Learner. Selected Papers Number 51.
Foundation for Child and Youth Studies, Kensington (Australia).
REPORT NO.- ISBN-0-947193-02-2
PUB DATE- 87
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Check Lists; *Communication (Thought Transfer); *Educational Responsibility; Guidelines; Homework; Language Arts; Mathematics Skills; *Parent Role; Parent Teacher Cooperation; *Reading Skills
IDENTIFIERS- *Parents as Teachers

Provided are a Deputy Headmaster's practical directions to parents on ways they can use to help their children acquire basic skills and to respond effectively to other aspects of schooling. Initial discussion concerns the parent's role in education and parent-teacher contact. General principles parents should keep in mind are then listed, as are more specific guidelines for parents to observe in educating younger and older children. Subsequent sections provide numerous guidelines indicating ways in which parents can help children read, talk, develop as good writers, and acquire mathematics skills. Answers are provided to such frequently asked questions as: (1) How can I get my child to do homework? (2) Would my child benefit from supplemental learning activities? (3) Should my child repeat a grade? (4) How can I help my child to listen better? (5) Why aren't all the best children of one grade put in one class? (6) How can I improve my child's low opinion of himself or herself? and (7) Is discipline still regarded as important? An extensive home checklist of practical skills that children need is included. (RH)

ED 294 674 PS 017 349

Riese, Marilyn L.
Size for Gestational Age and Neonatal Temperament.
PUB DATE- Aug 87
NOTE- 9p.; Paper presented at the Annual Convention of the American Psychological Association (New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; High Risk Persons; *Infant Behavior; *Infants; *Neonates; *Personality; *Premature Infants; *Twins
IDENTIFIERS- *Normal Children

The appropriate-for-gestational-age (AGA) and small-for-gestational-age (SGA) infants from 30 pairs of full-term and 15 pairs of preterm same-sex twins were compared for neonatal temperament. The evaluation of neonatal temperament included ratings of irritability, resistance to soothing, activity level, reactivity, and reinforcement value. Results of t-tests indicated that for both the full-term and preterm groups, there were no significant differences between AGA and SGA infants in any of the behavioral areas. A stepwise discriminant analysis failed to demonstrate differences in the neonatal temperament profile of AGA and SGA infants. It was concluded that being small for gestational age does not place the infant at risk for deviance in behaviors related to temperament during the neonatal period. (Author/RH)

ED 294 689 PS 017 370

Kantor, Rebecca; And Others
First the Look and Then the Sound: Creating Conversations at Circle Time.
SPONS. AGENCY- Ohio State Univ., Columbus. Graduate School.
PUB DATE- Apr 87
NOTE- 44p.; Portions of the research reported in this study were presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Classroom Observation Techniques; Classroom Research; *Classroom Techniques; Communication Research; Educational Anthropology; *Group Experience; *Preschool Children; Preschool Education; *Preschool Teachers; Social Action; *Socialization
IDENTIFIERS- *Circle Time; *Conversation; Rule Learning; School Culture

Presented is an interactional analysis of preschool circle time that builds on the view of classrooms as social systems within the broader culture of schooling. In the preschool studied, 18 children, 2 teachers, and several student teachers learned to use circle time together. The head teacher's approach to circle time was a developmental one, which involved the idea that children learn about language in the course of using language. Circle time was obligatory; reflected the demands of large group living; and was not a social organization which children would be likely to construct on their own in the neighborhood. Circle time was introduced to children in the school and would be an element of their experience well into the primary years. The social participation structure for conducting circle time events was uncovered with the use of Green's (1983) conversational mapping system. Findings suggested that the rules, guidelines, expectations, and roles within events changed over time. The focus of learning within events, which was evident in social action rules, shifted from the formation of the circle to the production of collaborative conversation. This shift was interpreted in terms of the children's developing competence in group conversation. Concluding remarks propose a potential peer culture dimension to circle time. (RH)

ED 294 732 SE 049 126

Wax, Naomi; Stavy, Ruth

Children's Conceptions of Plants as Living Things.

PUB DATE- 87
NOTE- 18p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (9th, Tokyo, Japan, July 12-16, 1987). Some charts may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Biological Sciences; *Botany; *Cognitive Development; Cognitive Structures; *Elementary School Science; Elementary Secondary Education; Foreign Countries; *Misconceptions; Research; Science Education; *Secondary School Science
IDENTIFIERS- *Israel

In this study, the attitudes of Israeli children aged 6 to 15 years were surveyed regarding their conceptions of plants as living things. It was desired to find out whether children consider plants to be alive, the knowledge differences between the different age groups in the study, how children classify plants according to biological criteria and correlations between the classification according to the concept of living/non-living and the classification according to biological criteria. Both individual interviews and paper-and-pencil questionnaires were used in which children were asked to classify animals, plants and inanimate objects. It was found that: (1) there was a high percentage of incorrect classifications of plants at all ages; and (2) there were no consistent connections between the classification of plants into living/non-living and according to biological criteria. The study proposes that part of the deviance of Israeli children from others in other research studies could be explained by characteristics of the Hebrew language. (CW)

ED 294 501 HE 021 473

Lee, Sungho
Science and Higher Education in Korea.

PUB DATE- 8 Apr 88
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Science; Financial Support; Foreign Countries; *Government School Relationship; *Higher Education; Innovation; Public Policy; *Research and Development; Scientific and Technical Information; *Scientific Research; *Technological Advancement; Technology Transfer
IDENTIFIERS- *South Korea

The role and contribution of academic science to national development in the Republic of Korea is discussed. After an overview on the development of the Korean system of higher education, attention is directed to the national research system and its articulation with the academic system. Consideration is given to: factors that contributed to the expansion of higher education in Korea; the predominant role of private higher education institutions; the curriculum of four-year colleges and universities; government involvement in academic administration; the planned change of emphasis in undergraduate education from the humanities and social sciences to the natural sciences and engineering; strategies for faculty development; and characteristics of graduate education. It is planned that research in the academic system be expanded to promote science and technology idea creation and assessment and validation of these ideas. The following changes are needed: increased allocations of research funds to university and college scientists; integration of developmental research into the traditionally basic research-oriented community; and improvement in the quality of research. (SW)

ED 294 529 IR 013 074

McGuigan, Jim
The Cognitive Dimension--"Edge of Darkness."
PUB DATE- Jul 86
NOTE- 21p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Broadcast Industry; Capitalism; *Cognitive Processes; Content Analysis; Cultural Influences; Dramatics; Fiction; Foreign Countries; Information Technology; Mass Media; *Modernism; *Naturalism; *Programing (Broadcast); *Realism; Social Structure; Television Research
IDENTIFIERS- Marx (Karl); *United Kingdom

This paper discusses the cognitive effect of a highly successful 1985 British television program, "Edge of Darkness," which was viewed by millions and received critical plaudits and the accolade of the industry itself. The program is shown to represent a significant television event for formal and cognitive reasons that can usefully be related to the politics of television fiction and postmodern culture. Before describing the program in detail, the relevance of situating it within this broader framework is outlined, i.e., how cognition works in relation to the story's discursive process. The specific qualities of Edge of Darkness are clarified by considering the text itself and why and how it was made. The program is identified as postmodernist stylistically because it: (1) moved to and fro between the logic of realism/naturalism and a kind of modernist reflexivity; (2) explored complex psychic and political depths; (3) dealt with the concept of mapping; and (4) wove a number of themes (the "back story") into an engaging fiction. The knowledge and understanding the program generated is analyzed by situating the text in its contexts of consumption and production. It is concluded that the goal of the program--consciousness raising--was achieved, although any sense the fiction makes to television viewers is conversely viewed as tenuous. (67 notes and references) (CGD)

ED 294 748 SE 049 143

The State of U.S. Science and Engineering. A View from the National Science Board.

National Science Foundation, Washington, D.C. National Science Board.

REPORT NO.- NSB-88-2

PUB DATE- 88

NOTE- 6p.; For a related document, see SE 049 141.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Advisory Committees; *College Science; *Educational Resources; *Engineering Education; Engineers; *Financial Support; Government Role; Higher Education; *Human Resources; Institutions; International Relations; Policy Formation; Position Papers; Science Education

IDENTIFIERS- National Science Board

This pamphlet highlights some of the important issues in U.S. science and engineering as identified by the National Science Board in the preparation of another document, "Science and Engineering Indicators--1987." Contained in this document are lists of signs of strength in the U.S. system and less optimistic economic indicators. Issues discussed include: (1) "The Human Resource Base"; (2) "Financial Resources"; and (3) "Institutions and Approaches." In each case, recommendations are made regarding federal policy and actions that should be taken. A commentary on international competition and the roles of the National Science Foundation concludes this document. (CW)

ED 294 780 SO 018 743

Schuster, J. Mark Davidson

Perspectives on the American Audience for Art Museums: A Research Monograph Based on the 1985 Survey of Public Participation in the Arts. Revised Edition.

SPONS. AGENCY- National Endowment for the Arts, Washington, DC. Research Div.
PUB DATE- Feb 88
NOTE- 108p.
CONTRACT- C86-196
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Art; *Arts Centers; *Audience Analysis; *Audience Participation; *Audiences; Data Interpretation; Museums; Surveys

This monograph utilizes data from the 1985 Survey of Public Participation in the Arts (SPPA '85) to explore the audience composition of United States art museums and galleries. Part 1 focuses on: (1) demographic variables affecting U.S. adult attendance rates; (2) a comparison of the SPPA '85 research data and the 1984 "Americans and the Arts" studies; and (3) a comparison of United States, Great Britain, France, Sweden, and Canada (Quebec) attendance patterns. Part 2 examines barriers to art museum or gallery attendance, while part 3 explores audience socialization factors that affect attendance. Part 4 presents an audience profile based on demographic characteristics and compares it to the general population's profile. An appendix describes an exploratory analysis of the relationship between participation rates and the number of art museums. Tables and graphs are included. (JHP)

ED 294 796 SO 018 877

Timberlake, Lloyd
Only One Earth: Living for the Future.
Earthscan, Washington, DC.
REPORT NO.- ISBN-0-563-20549-0
PUB DATE- Aug 87
NOTE- 170p.; Accompanies the television series, "Only One Earth", produced by the British Broadcasting Corporation (BBC) and the Better World Society.
AVAILABLE FROM- BBC/EARTHSCAN, BBC Books, 80 Woodlane, London W12 OTT. Better World Society, 1140 Connecticut Avenue, NW, Suite 1006, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Developing Nations; *Development; Economic Development; *Environment; Global Approach; Instructional Materials; International Education; International Programs; Living Standards; *Rural Development; Secondary Education; Social Studies; Urbanization
IDENTIFIERS- *Environmental Problems

Depicting how people in nine countries can improve their lives while living within their environmental means is the primary aim of this book. Chapter 1 highlights the division of earth's people into the haves and the have nots and describes the inequity of so few having so much of the available resources. Chapter 2 examines the problem of how international development banks finance programs that destroy the land rather than underwrite programs that ensure the land for future generations. Chapter 3 details the development project of a Buddhist monk in Sri Lanka. The efforts of UNESCO and the Integrated Project in Arid Lands (IPAL) to combat desertification in Kenya are described in chapter 4. Chapter 5 discusses the fishing industry of the Solomon Islands, and the creation of the Urban Self-Management Community of Villa el Salvador (CUAVES) as a governing system for the impoverished sections in Villa el Salvador, Peru is the topic of chapter 6. Chapter 7 discusses rural peoples in China, and organic farming in England is the subject of chapter 8. Chapter 9 details the poisoning of the water system in San Jose, California by an electronics company, and chapter 10 outlines the work of women in providing for their children in Zimbabwe. A bibliography and resources are provided. (SM)

ED 294 812 SO 019 180

Appleby, George A.; Sosnowitz, Barbara G.

From Social Movement to Social Organization: Voluntary AIDS Projects in Connecticut.

PUB DATE- 16 Aug 87
NOTE- 21p.; Paper presented at the Annual Meeting of the Society for the Study of Social Problems (37th, Chicago, IL, August 14-16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Health; *Health Programs; Health Services; Social Services; *Social Support Groups; *Voluntary Agencies
IDENTIFIERS- *Connecticut

This paper explores the differential development of Connecticut's voluntary Acquired Immune Deficiency Syndrome (AIDS) projects as they move from grass-roots organizations that are akin to social movements to street-level bureaucracies and finally to managed professionalized agencies. The federal government has identified an appropriate continuum of care for which it will take a narrowly defined responsibility. The literature describes a shift from an institutionalized approach to care to a greater emphasis on self-help, stimulating a need for grass-roots organizations to meet this demand. The AIDS epidemic illustrates how services have become the responsibility of families and an emerging social network of volunteers. Connecticut's AIDS projects are representative of this continuum of grass-roots community organizations that move to street-level bureaucracies and into professionalized agencies. The biggest and oldest project is AIDS Project New Haven that was organized as a grass-roots organization. There has been a tendency to formalize activities in these organizations. If AIDS projects remain flexible and innovative and are not forced to compete with one another for funding, they have an important role to play in providing service and advocating political change. (SM)

The New Guide to Utility Ratemaking.

American Gas Association, Arlington, VA. Educational Services.

PUB DATE- 86
NOTE- 25p.; For related document, see SO 019 258.
AVAILABLE FROM- American Gas Association, 1515 Wilson Boulevard, Arlington, VA 22209. These materials may also be available from local utility companies (gas, water, electric, and telephone).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Consumer Education; Cost Estimates; *Costs; *Decision Making; Energy; Resource Materials; Social Studies; Telephone Communications Industry; *Utilities
IDENTIFIERS- *Regulatory Programs; *State Regulation

This booklet focuses on state regulations of gas, electricity, water, and telephone services. Section 1 describes the basic steps in a rate case, procedures followed, and key terms used in explaining these processes. Included information highlights preparing and tracking a rate case in terms of: (1) preliminary events; (2) the staff's position and hearings; (3) a commission's decision; and (4) appeals' procedures. Section 2 contains a brief history of U.S. utility regulations and the rationale behind the concept of regulation. Section 3 explains: (1) how rates charged to a customer are determined; (2) regulatory, financial, and accounting concepts; and (3) major issues that lead to rate case disputes. Section 4 contains an assessment of various factors involved in the ratemaking process. (JHP)

ED 294 843 SP 030 183

Marshall, J. Dan; And Others
The Recruitment and Induction of "Quality" Students Into Teacher Education: A Case Study.
PUB DATE- Apr 88
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academically Gifted; Educational Change; Higher Education; Longitudinal Studies; Preservice Teacher Education; Research Needs; Social Attitudes; *Student Characteristics; *Student Recruitment; *Teaching (Occupation)

This paper discusses findings from the first two years of a 6-year longitudinal study related to the recruitment, training, and retention of quality students into teaching. The paper highlights the importance of developing "adequate indicators" to guage our conceptions of quality and provides selected, standardized instrument data from the study's population as a basis for discussing the importance of commitment to teaching. The paper also explores the value of sustained or extended recruitment as a way to develop and monitor students' introduction to the teaching profession. Finally, the paper frames these data-based discussions within a critique of current reform agendas designed to recruit quality students. Contributions toward substantive reform in teacher preparation will arise only from teacher education research which sets out to expand intellectual parameters and to bracket public sentiment. (Appended is a list of 126 references). (Author)

ED 294 860 SP 030 225

Stubbs, Margaret L.; And Others
Becoming a Woman: Considerations in Educating Adolescents about Menstruation. Revised 1988. Working Paper No. 169.
Wellesley Coll., Mass. Center for Research on Women.

SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- 88
NOTE- 30p.; Paper presented at the Conference on Research and Women in Education (12th, Washington, DC, November 1986).
GRANT- 16034
AVAILABLE FROM- Wellesley College Center for Research on Women, Wellesley, MA 02181 ($3.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; Developmental Stages; *Females; Health Education; *Human Body; Hygiene; *Menstruation; *Physical Development; *Student Attitudes

This paper reports findings that have emerged from several studies conducted concerning young girls' and boys' attitudes toward menstruation. The research work discussed included: (1) cross-sectional data about menarcheal experience and about attitudes toward menstruation from early adolescent girls in grades six through nine; (2) cross-sectional data on menstrual attitudes from females and males ranging in age from 11 to 63 years; and (3) retrospective data from college-aged females about their preparation for menstruation. In reporting the results of these studies, the emphasis is upon findings that are particularly instructive to individuals interested in designing effective menstrual education materials for use by both girls and boys. (JD)

ED 294 876 SP 030 277

Rivers, Janelle
Teacher Perceptions of PET with Special Emphasis on Coaching.
PUB DATE- Apr 88
NOTE- 57p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Inservice Teacher Education; *Program Effectiveness; Program Evaluation; *Teacher Attitudes; Theory Practice Relationship; *Training Methods; *Training Objectives; *Tutors
IDENTIFIERS- *Program for Effective Teaching

Analysis of survey results from 199 PET (Program for Effective Teaching) trained teachers in three cohorts trained in successive years and from 62 non-PET trained teachers indicate the PET-trained teachers responded favorably to the initial training. Teachers perceive that PET-training has had a positive effect on their classroom performance, and they employ PET concepts regularly. Except for an increased number of coaching observations for recent trainees, the results were consistent across the three groups of PET-trained teachers. Both trained and untrained teachers were asked how many times a year they would like to have their classroom teaching observed for the purpose of improving teaching skills. Non-PET trained teachers desired significantly more observations than those who had received PET training. A factor analysis of variables related to implementation of coaching revealed four coaching behavior factors. Coaching behaviors were generally found to be consistent with the PET model on three of these factors, with approximately half the coaches deviating from the PET model on the fourth factor. (Author/JD)

ED 294 892 TM 011 522

Ferrara, Steven; And Others

Local Assessment Responses to a State-Mandated Minimum-Competency Testing Program: Benefits and Drawbacks.

PUB DATE- 31 Mar 88
NOTE- 31p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 6-8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizenship Education; Computer Assisted Testing; Educational Assessment; *Graduation Requirements; High Schools; Mathematics Tests; Microcomputers; *Minimum Competency Testing; Reading Tests; School Districts; *State Programs; *Student Attitudes; *Teacher Attitudes; Writing Evaluation
IDENTIFIERS- *Maryland Functional Testing Program

A study was undertaken to describe assessment activities of four school districts in Maryland (Washington, Cecil, Montgomery, and Charles Counties) designed to parallel a state-mandated competency-testing program required for high school graduation and to report uses of scores and positive and negative impacts from assessment activities. The context of the study was the Maryland Functional Testing Program, which covers reading, writing, citizenship skills, and mathematics. The Montgomery County school system also administered a computerized adaptive functional mathematics assessment test via microcomputer. Data were collected via telephone surveys of testing directors and impact analysis of students who took the tests. Results indicate that: (1) teachers were enthusiastic about participating in item development and essay scoring; (2) increased emphasis on basic skills objectives, to the detriment of other learning outcomes, was exacerbated by parallel assessments; and (3) further consideration should be given to state involvement in the development and administration of competency tests. Five tables are included. (TJH)

ED 294 908 TM 011 612

Miller, Curtis; Heflin, John

An Analysis of Washington State Policy for School Administrator Evaluation by Certified Subordinates.

PUB DATE- Apr 88
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Evaluation; Educational Policy; Elementary Secondary Education; Politics of Education; School Personnel; School Policy; State Programs; *Teacher Administrator Relationship
IDENTIFIERS- *Administrator Effectiveness; Policy Implementation; Subordinates (Employees); *Washington

Washington State has implemented a policy requiring school administrators to give their subordinates the opportunity to appraise their performance. Based on survey research and mailed interviews, this study collected data on activities at the state level that served to implement this policy. Other research questions sought information on the extent and impact of local school district policies and practices that were consistent with the state policy. Results of the study indicate that: (1) none of the officials interviewed cited any activities at the state level that promoted implementation of the evaluation policy; (2) only 7% of the local school districts had adopted policies on appraisal by subordinates that included the requirements of the state policy; (3) only 22 to 29% of the school administrators were found to have complied with the requirements of the state policy by giving their subordinates the opportunity to appraise their performance; (4) school personnel in a position to evaluate the effects of the policy, when implemented, reported that it was beneficial for assessing administrator performance; and (5) elements of the strategy described in state policy do not insure changes in administrative behavior nor do they protect subordinates against reprisals by administrators. (Author/TJH)

ED 294 923 TM 011 676

Williamson, Gary L.; And Others
Longitudinal Analyses of Achievement Data from Durham County (NC) Schools.
North Carolina Univ., Chapel Hill. L.L. Thurstone Psychometric Lab.
SPONS. AGENCY- North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE- Apr 88
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). Figures and appendix contain marginally legible print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Ability; *Academic Achievement; Elementary Education; *Individual Development; *Longitudinal Studies; Models; *Psychometrics; Public Schools; Standardized Tests
IDENTIFIERS- Aggregation (Data); *Growth Curve Analysis; Hierarchical Linear Modeling; *North Carolina (Durham County)

A longitudinal study of achievement data from public schools in Durham County, North Carolina, was undertaken to examine individual growth curves as well as to chart the progress of educational institutions and the effects of aggregation on the study of growth. A two-level hierarchical linear model was used in the study to specify individual growth and to relate the parameters of the growth model to a relevant background variable. Computer analysis was conducted using TIMEPATH, a program written in GAUSS, a matrix programming language developed by Aptech Systems, Inc. Data consisted of eight waves of achievement scores collected in the spring of each year from 1978 to 1985, and three ability scores collected in the fall of 1979 for a cohort of students as they progressed from Grade 1 to 8. Tests included the Prescriptive Reading Inventory, Diagnostic Mathematics Inventory, California Achievement Tests, and tests within the North Carolina Annual Testing Program. Results indicate that the use of growth curves as indices of change has numerous advantages over other methods, and that longitudinal data analyses are feasible for school districts when a suitable longitudinal database has been maintained. Growth curves focus on the use of multi-wave data, provide statistical advantages of multiple occasions of measurement, and emphasize the individual student. Nine tables and two graphs are included. (TJH)

ED 294 937 UD 026 124

Bennett, Albert; Easton, John Q.
Voluntary Transfer and Student Achievement: Does It Help or Hurt?
PUB DATE- Apr 88
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Black Students; *Desegregation Effects; Elementary Education; Free Choice Transfer Programs; Mathematics Achievement; *Minority Group Children; Minority Groups; Reading Improvement; *School Desegregation; *Transfer Students
IDENTIFIERS- Hispanic American Students; Iowa Tests of Basic Skills

The scores on the Iowa Tests of Basic Skills taken by 179 Black and Hispanic students who voluntarily transferred from predominantly minority schools to desegregated schools were examined. They reveal that a desegregated education obtained through voluntary transfer has no significant effect on the reading and mathematics achievement levels of minority elementary school students. Although the voluntary transfer students scored higher than their home school counterparts, their scores were lower than those of students in the receiving schools. Another factor still to be examined is whether voluntary transfer programs are guilty of skimming or of retarding the progress of students. A brief list of references is included. (BJV)

ED 294 951 UD 026 179

Timpane, Michael; And Others
Reducing Dropouts.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 87
NOTE- 41p.; In: Making Schools Work for Underachieving Minority Students: Next Steps for Research, Policy, and Practice. Proceedings of the Conference, see UD 026 176.
GRANT- OERI-G-86-90003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Programs; Dropout Prevention; Dropout Programs; *Dropouts; Educational Improvement; Elementary Secondary Education; Equal Education; Family School Relationship; *High Risk Students; *Hispanic Americans; Lower Class Students; *Minority Group Children; *Program Development; Program Effectiveness; School Business Relationship; *School Community Relationship; Teacher Education; Underachievement; Urban Education
IDENTIFIERS- *Collaboratives; Michigan (Flint); New York (Rochester)

A group of three conference papers, all addressing the subject of effective programs to decrease the number of school dropouts, is presented in this document. The first paper, "Systemic Approaches to Reducing Dropouts" (Michael Timpane), asserts that dropping out is a symptom of failures in the social, economic, and educational systems. Dropping out is the anti-climactic conclusion of a long, visible, and painful process, and the dropout problem will continue to worsen. Approaches to reducing the number of dropouts are susgested. The second paper, "Reducing Dropouts through Community Promoted Initiatives" (Roger D. Mitchell), consolidates suggestions for reducing dropouts through community and business promoted initiatives developed by community task forces on education in Rochester, New York, and Flint, Michigan. The third paper, "Innovative Community Sponsored Projects" (Lori S. Orum), discusses community-based approaches to improve the educational status of Hispanics developed by the National Council of La Raza, such as the Academia del Pueblo, Project Success, Project Second Chance, Parents as Partners, and the Teacher Support Network. Current project activities in Kansas City, Missouri; Rochester, New York; Phoenix, Arizona; Houston, Texas; and Chicago, Illinois are discussed and activities in other areas are briefly summarized. (BJV)

ED 294 965 UD 026 193

Jones, Arnold P.

Immigration Reform: Implementation of Legalization Program. Statement of Arnold P. Jones, Senior Associate Director, General Government Division before the Subcommittee on Immigration and Refugee Affairs Committee.

General Accounting Office, Washington, DC. General Government Div.

REPORT NO.- GAO/GGD-T-88-27

PUB DATE- 14 Apr 88

NOTE- 14p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Federal Programs; *Foreign Nationals; Hispanic Americans; Program Budgeting; *Program Development; Program Effectiveness; Residence Requirements; *Residential Programs; *Undocumented Immigrants

IDENTIFIERS- Immigration and Naturalization Service; Immigration Law; *Legal Status

This document presents the testimony of Arnold P. Jones, Senior Associate Director of the United States General Accounting Office, before the Senate Subcommittee on Immigration and Refugee Affairs, on the Immigration Reform and Control Act of 1986. The Act established a legalization program that permits undocumented aliens to become permanent residents. Aliens have until May 4, 1988 to apply for residence; Congress is considering extending the deadline. However, extending the deadline may not encourage these aliens to apply for residency because of the following reasons: (1) no reliable data exist to forecast the number of aliens who will apply; (2) The 1.3 to 1.5 million expected applicants are fewer than the initial forecast of 2 to 3.9 million made by the Immigration and Naturalization Service (INS); (3) awareness of the legalization program is high among Hispanics, according to a study that addressed program awareness; (4) extending the deadline may require appropriating additional funds; (5) the operational problems that exist do not threaten the program's viability; (6) the program has similarities to other countries' legalization programs; and (7) studies by others provide reasons why some aliens have not applied. (BJV)

ED 294 979 UD 026 211

Wong, Debbie; Wittet, Scott
Be Aware. Be Safe.
King County Rape Relief, Renton, WA.
PUB DATE- 87
NOTE- 38p.; For additional resources see UD 026 209-210. Glossary of terms in Chinese, Vietnamese, Cambodian and Lao.
AVAILABLE FROM- King County Rape Relief, 1025 South 3rd Street, Renton, WA 98055.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Adolescents; *Asian Americans; Dating (Social); *Prevention; *Rape; *Sexual Abuse; Sexual Harassment; Victims of Crime
IDENTIFIERS- Southeast Asians

This illustrated booklet on sexual abuse was designed especially for Southeast Asian teenagers. Three short stories illustrating sexual assault cases are provided. The following topics are discussed: (1) what sexual assault is; (2) dating; (3) who commits sexual assault; (4) how sexual assault hurts victims; (5) preventing sexual assault; and (6) what to do after a sexual assault. Several quizzes on sexual assault are included. The text is in English; a short glossary that translates key words into Vietnamese, Chinese, Cambodian, and Lao is included. (BJV)

ED 294 781 SO 018 745

Knight, Peter G.
The Implications of Non-Specialists Teaching Outside Their Main Subject: A Case Study with Special Reference to the Economics Education 14-16 Project. Research Papers in Economics Education #12.
London Univ. (England). Inst. of Education.
PUB DATE- 87
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTORS- *Case Studies; *Economics Education; Elementary Secondary Education; Foreign Countries; *Specialization; *Teacher Placement; Teachers; Teaching (Occupation)
IDENTIFIERS- *England

This paper investigates the causes, effects, and potential situational improvements of instructors who teach outside their primary area of specialization. The study concentrates on economics and, specifically, the Economics Education 14-16 Project, which utilized a nonspecialist classroom approach. This document contains: (1) classroom observations; (2) interviews with teachers, faculty heads, and advisors; and (3) a questionnaire sent to 29 economics or business studies advisors in the southern part of England. Results indicate that: (1) the research is difficult to quantify; (2) the term nonspecialist requires further definition; (3) specialists may be needed at upper grade levels; (4) teachers should be trained in broad teaching areas; (5) nonspecialists offer links with other subjects; (6) specific problems faced by nonspecialists should be identified; (7) nonspecialists benefited from good teaching resources; and (8) a range of perceptions about nonspecialists exists. Future research suggestions, tables, and a 78-item bibliography are included; and appendices provide a list of colleges involved in the study, the interview schedule, and the questionnaire. (JHP)

ED 294 813 SO 019 182

Hendry, Peter

Food and Population: Beyond Five Billion.

Population Reference Bureau, Inc., Washington, D.C.

PUB DATE- Apr 88
NOTE- 45p.
AVAILABLE FROM- Population Reference Bureau, Inc., Circulation Department, 777 14th Street, N.W., Washington, DC 20005 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- Agricultural Personnel; *Agricultural Production; Developed Nations; Developing Nations; Land Use; Natural Resources; *Nutrition; Population Distribution; *Population Education; Population Growth; *Poverty

The principle cause of hunger and malnutrition is poverty. The extent of popular access to gainful employment, to arable land, to suitable technologies determines nutritional status more than aggregate food production. World food production is rising; but population is also increasing, along with the numbers of those who, either temporarily or chronically, do not have sufficient food, although the proportion of the world's population suffering undernutrition is declining. The developing countries, with about three-quarters of the world's population, account for less than one-half of the production of major food crops. Those nations' per capita food production of 260 kilograms in 1982 was only one-third of that in the developed countries. Yet China and India, the most populous countries in the world, have cut fertility rates and achieved food self-sufficiency. Although production of food staples in North Africa and the Middle East is projected to expand at about the same rate as that of Asia, approximately 2.9 percent annually, a much more rapid rate of population increase will result in only a 0.2 percent annual increase in output per person, compared with a 1.4 percent annual growth rate in Asia. Balancing population, food, and resources for sustained survival is a continual process. Eighty-one references and a list of suggested readings conclude the document. (Author/SM)

ED 294 828 SO 019 263

Cahalan, Margaret; And Others

A Sourcebook of Arts Statistics: 1987.

Westat, Inc., Rockville, MD.
SPONS. AGENCY- National Endowment for the Arts, Washington, DC. Research Div.
PUB DATE- Apr 88
NOTE- 816p.
CONTRACT- DC87-04
LANGUAGE- English
EDRS Price - MF05/PC33 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reference Materials - General (130) Reports - Research/Technical (143)
DESCRIPTORS- *Art; Art Education; Artists; Audience Analysis; Employment; Films; Literature; Museums; *Primary Sources; Radio; *Reference Materials; *Research Reports; Resource Materials; *Statistical Analysis; Statistical Data; Statistics; Television; Theater Arts; Visual Arts

This report presents a compilation of national statistics on the not-for-profit and commercial arts fields and is intended to serve as a reference book for arts statistics. The focus is on nationally representative data collected through research efforts and donations of statistical information by arts related organizations. The statistics are presented in nine chapters, four of which are general and cross-disciplinary. Five chapters focus on specific or groups of arts disciplines. The included topics are: (1) arts in the economy; (2) artists and arts administrator employment; (3) arts education; (4) performing arts; (5) visual arts; (6) literature; (7) museums; (8) motion pictures, radio, and television; and (9) arts audiences. Summary information is provided for each topic, and over 500 tables, charts, and figures are included. Appendices contain a 15-page bibliography and a classification list of states from both the U.S. Bureau of Economic Analysis and the U.S. Bureau of the Census Current Population Survey. (JHP)

Ross, E. Wayne
Teacher Values and the Construction of Curriculum.
PUB DATE- 8 Apr 88
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; *Critical Thinking; *Field Experience Programs; Higher Education; Preservice Teacher Education; *Student Teaching; Teacher Attitudes; Teacher Behavior; *Theory Practice Relationship
IDENTIFIERS- *Reflective Teaching

A description is given of the Social Studies Professional Semester at the State University of New York at Albany, a program attempting to provide the elements necessary for the development of reflective teaching. The 16-week program is designed to reduce the separation between clinical field experiences and professional education studies for preservice secondary teachers. The program has three phases: (1) university-based methods course and directed field experience; (2) student teaching; and (3) post-student teaching. The program's focus is on encouraging continuous reflections or theorizing about teaching practice, and throughout the semester teaching is presented as an investigative activity. Journals, observation assignments, and the discussions they generate, serve as a backdrop for the treatment of specific teaching methods. Student teachers are encouraged to engage in the action research cycle (planning, acting, observing, and reflecting) in order to discover possibilities, to identify patterns and/or relationships in their practice, to judge and appraise practice, and to take actions based upon analysis of their past practice. During the post-student teaching phase of the semester students discuss and present their projects and link their findings to earlier discussions of specific approaches to teaching. (JD)

ED 294 861 SP 030 226

Evans, Claryce L.; And Others
Educational Practitioners: Absent Voices in the Building of Educational Theory.
Wellesley Coll., Mass. Center for Research on Women.
PUB DATE- 87
NOTE- 39p.; Paper presented at the Conference on Research and Women in Education (12th, Washington, DC, November 1986).
AVAILABLE FROM- Wellesley College Center for Research on Women, Wellesley, MA 02181 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Case Studies; *Classroom Research; Elementary Education; *Instructional Improvement; Teacher Improvement; *Teacher Participation; *Theory Practice Relationship

A discussion is presented on the lack of fit between educational research and educational practice. It is pointed out that traditional research is likely to be particularly inaccessible to female practitioners who may feel more aliented by and excluded from the world of research than their male colleagues. Teachers need to participate actively in research in a way which is individually meaningful and which enhances rather than interferes with their primary activity, classroom teaching. A description is given of the work of the Educators' Forum, a seminar designed to stimulate and support practitioner research. The Forum encourages teachers to participate in practitioner research, through which they learn to take seriously and articulate what they know and to discover ways to find out what they don't know. The seminar supports sustained professional dialogue based on the teachers' own knowledge of their educational practice. The research agenda consists of their own individual concerns. This effective participation in educational research is demonstrated by case studies reported by three elementary teachers who conducted research in their classrooms. (JD)

ED 294 877 TM 011 126

Whitmore, Elizabeth
Evaluation as Empowerment and the Evaluator as Enabler.
PUB DATE- 88
NOTE- 22p.; Best copy available. One table is illegible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Evaluation Methods; *Evaluation Utilization; Foreign Countries; Youth Employment
IDENTIFIERS- *Empowerment; *Enabler Model; Stakeholders

One rationale for implementing a particular evaluation approach is the empowerment of stakeholders. Evaluation as empowerment and possible links between empowerment and increased utilization of evaluation results are explored. Evaluation as empowerment assumes that individuals need to be personally productive and responsible in coping with their environment. If evaluation is seen as empowerment, the evaluator is recognized as the enabler. A case study of a participatory evaluation illustrates these concepts. In the case study, six young people conducted a survey of youth employment needs in a small upstate New York community. Evaluation use will only become more evident if participation involves stakeholders in empowering ways. Stakeholders must fully understand the evaluation process, be willing to support it, and feel enough sense of involvement and accountability to work toward changes. (SLD)

ED 294 893 TM 011 523

Farr, Charlotte W.; Moon, Charles E.
New Perspective on Intelligence: Examining Field Dependence/Independence in Light of Sternberg's Triarchic Theory of Intelligence.
PUB DATE- Apr 88
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement; Enrichment Activities; *Field Dependence Independence; *Intelligence; Qualitative Research
IDENTIFIERS- Empirical Research; *Triarchic Theory of Intelligence (Sternberg)

This paper offers evidence, both empirical and qualitative, linking R. J. Sternberg's Triarchic Theory of Intelligence with H. A. Witkin's Theory of Field-dependence/independence (FDI). Some of the logical arguments are articulated that can be made connecting studies on FDI done in the past with aspects of Sternberg's componential and contextual concepts of intelligence. Focus is on the following issues: (1) FDI-related differences in the ability to structure when structure is not provided; (2) FDI-related differences in dependence on salient cues; (3) FDI as it might relate to practical intelligence; (4) FDI as a matter of intelligence and achievement; and (5) the malleability of FDI characteristics and intelligence. FDI data are presented, which are consistent with some of Sternberg's proposals. The relationship between intelligence and FDI is worth exploring as a way of identifying individuals who might profit from special enrichment programs. (Author/TJH)

ED 294 909 TM 011 616

Shayne, Vivian T.
Content Specification for Test Development.
PUB DATE- 87
NOTE- 24p.; Attachments are marginally legible. Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Content Analysis; *Item Analysis; Models; *Pretests Posttests; *Test Construction; Test Interpretation; Test Items; Test Reliability; Trainers; Welfare Services
IDENTIFIERS- Experts; Income Maintenance; *Partitioning Procedures

A target partition analysis (TPA) was used to help seven subject matter experts, with little expertise in testing, evaluate relationships among test items. The subjects were experts in Income Maintenance in the field of public assistance work; they were trainers affiliated with the Professional Development Program's Income Maintenance Training Institute. Content specification of test items was achieved by comparing and contrasting individual expert's categorizations of test items. Expert models were evaluated, using the TPA, in terms of category clarity, similarity to other expert models, response style, and model elegance and parsimony. These analyses were also conducted to facilitate the development of internally consistent "testlets," which could be used to better evaluate pre- to post-test change. Results suggest that the TPA is useful in helping subject matter experts in test development efforts. (Author/TJH)

ED 294 938 UD 026 166

Lunenburg, Frederick C.; Schmidt, Linda J.
Pupil Control Ideology and Behavior and the Quality of School Life.

PUB DATE- Apr 88
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discipline; Educational Environment; *Educational Experience; Educational Quality; Elementary Secondary Education; *Humanistic Education; *Ideology; *Student Attitudes; Student Behavior; *Teacher Student Relationship

More information is needed about the quality of school life, especially as it affects students' attitudes toward school. This paper contrasts pupil control ideologies and the types of school climates they engender in order to determine their effects on the quality of school life. Pupil control ideology and teacher behavior are conceptualized along a continuum that goes from humanistic to custodial. Instruments were administered to 239 elementary and secondary teachers in five school districts (urban, suburban, and rural) in a midwestern state to ascertain their control ideologies. It was found that control ideology and behavior of teachers did have an impact on the quality of school life for students. Custodial classrooms with faculty-student relationships characterized by dominance and subordination, mistrust, conformity, and punitive sanctions had deleterious effects on students' satisfaction with school, their commitment to classwork, and their reactions to teachers. Humanistic classrooms with faculty ideology and behavior marked by acceptance, understanding, trust, flexibility, and attempts to encourage self-discipline resulted in positive attitudes toward school, high commitment to classwork, and positive reactions to teachers. The influence of faculty on students was found to be powerful and pervasive. More humanistic control is needed in the organizational culture of public schools. A list of references and statistical tables are included. (VM)

ED 294 980 UD 026 212

Food Stamp Program: Participation by AFDC Households. Briefing Report to Congressional Requesters.

General Accounting Office, Washington, DC. Resources, Community, and Economic Development Div.

REPORT NO.- GAO/RCED-88-85BR
PUB DATE- Feb 88
NOTE- 37p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies are free; additional copies are $2.00 each).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Economically Disadvantaged; Evaluation Methods; *Family Income; *Family Involvement; Federal Programs; Participant Characteristics; Poverty; Program Effectiveness; *Program Evaluation; *State Federal Aid; State Programs; *Welfare Services
IDENTIFIERS- *Aid to Families with Dependent Children; *Food Stamp Program; Income Level

This report provides information on the following: (1) the percentage of Aid to Families with Dependent Children (AFDC) households receiving food stamp benefits, both nationally and by state; and (2) some of the reasons why the AFDC households in some states may not have higher food stamp participation rates. In fiscal year 1986, 83.4 percent of all AFDC households in the United States participated in the Food Stamp Program. Participation rates for individual states varied from 93.3 percent (Michigan) to 58.9 percent (Virginia). Participation rates for households comprised solely of AFDC recipients were higher than rates for all AFDC households; rates for households containing AFDC recipients as well as people not receiving AFDC benefits were lower than those for all AFDC households. Because the way that the state programs count household income is not uniform, many AFDC households that did not participate in the Food Stamp Program may not have been eligible to do so. Data are presented on tables and figures in the text and in appendices. A list of major contributors to this report is also included as an appendix. (BJV)

ED 294 797 SO 018 878

Parker, Franklin, Ed.; Parker, Betty June, Ed.
American Dissertations on Foreign Education: A Bibliography with Abstracts. Philippines. Volume XVIII, Part 1, A-L.
REPORT NO.- ISBN-0-87875-334-6
PUB DATE- 86
NOTE- 562p.; For related documents, see ED 284 813 and SO 018 879. Title index appears in SO 018 879.
AVAILABLE FROM- Whitston Publishing Company, P.O. Box 958, Troy, NY 12181 ($60.00 for two volumes).
LANGUAGE- English
EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Books (010) Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Annotated Bibliographies; *Doctoral Dissertations; Early Childhood Education; Elementary Secondary Education; *Foreign Countries; Postsecondary Education; *Private Education; *Public Education; Reference Materials; Theses
IDENTIFIERS- *Philippines

An abstracted bibliography of 230 dissertations is included in this book, which is part 1 of a two-part volume. Various aspects and all levels of education in the Philippines are the topics of the dissertations. Dissertations from the United States, Canada, and some European countries are included. Organized alphabetically by author, each citation contains information about the: (1) title; (2) university where the dissertation was completed; (3) year of completion; (4) number of pages; and (5) directions for ordering the dissertation. This book provides abstracts of dissertations written by authors whose surnames begin with the letters A-L. An author index and source list are included. (Author/JHP)

ED 294 924   TM 011 677

Williamson, Gary L.
Longitudinal Profiles of Achievement.
PUB DATE- Apr 88
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; High Schools; *High School Students; *Individual Development; *Longitudinal Studies; *Multivariate Analysis
IDENTIFIERS- Comprehensive Tests of Basic Skills; *Growth Curve Analysis; Learning Curves; Linear Models; San Francisco Unified School District CA

A longitudinal approach is demonstrated that allows assessment of: the means by which a student's level and rate of learning in a given subject area compare with the level and rate of learning of other students, and each student's relative strengths and weaknesses across subject areas. The approach involves an individual growth model to estimate performance on each measure. Then, information from multiple measures is combined in profiles to investigate multivariate aspects of status and growth, including intra-individual strengths and weaknesses. A simple straight-line growth model is used. During 1985, the approach was applied to a group of students who attended all four years of high school in the San Francisco Unified School District during the 1980-81/1983-84 period. Data consist of scores on the Comprehensive Test of Basic Skills, Form S, Level 4, administered in the fall of 1980, 1981, 1982, and 1983. Individual and group analyses were conducted. Results indicate that it is possible to provide individualized interpretations of multivariate longitudinal growth in achievement for groups of students. Six tables and five figures are included. (TJH)

ED 294 952 UD 026 180

Jones, Lester W.; And Others
Preparing Students for Success at the Postsecondary Level.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 87
NOTE- 24p.; In: Making Schools Work for Underachieving Minority Students: Next Steps for Research, Policy, and Practice. Proceedings of the Conference, see UD 026 176.
GRANT- OERI-G-86-90003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Black Students; *Cooperative Programs; *Educational Improvement; *Educationally Disadvantaged; Elementary Secondary Education; *Institutional Cooperation; Intervention; Lower Class Students; *Minority Group Children; *Postsecondary Education; Program Development; School Business Relationship; School Community Relationship; Underachievement; Urban Education
IDENTIFIERS- *Collaboratives; Hispanic American Students; University of California

A group of three conference papers, all describing successful methods of preparing students for succeeding at the postsecondary level, is presented in this document. The first paper, "Educational Pathways that Promote Student Success at the Postsecondary Level" (Lester W. Jones), discusses a program established at Xavier University--a small, black, Catholic school in Southern Louisiana--in association with the surrounding high schools to increase the number of blacks excelling in academics. The second paper, "Teaching and Learning: Non-Negotiable Components at the Postsecondary Level" (Shirley Thornton), discusses, from the principal's perspective, educational improvement at Balboa High School in San Francisco, California, achieved through collaboration with San Francisco City College and San Francisco State. The third paper, "Dividends Derived from Structured Intervention at the

Postsecondary Level" (Ed C. Apodaca), evaluates the University of California's efforts to increase the number of minority and low-income students through the Early Outreach Program, an academic and motivational intervention program at the junior and senior high school levels. This program has been successful: since the program was initiated in 1985, the number of eligible entering underrepresented students has increased annually. (BJV)

ED 294 966 UD 026 194

Sung, Betty Lee
The Adjustment Experience of Chinese Immigrant Children in New York City.
Center for Migration Studies, Inc., Staten Island, N.Y.
REPORT NO.- ISBN-0-913256-96-X
PUB DATE- 87
NOTE- 272p.
AVAILABLE FROM- Center for Migration Studies, 209 Flagg Place, Staten Island, NY 10304-1148 ($12.95 paper--ISBN-0-913256-96-X; $17.50 hardcover--ISBN-0-913256-89-7; $3.00 shipping and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Attitudes; Bilingual Education; *Children; *Chinese Americans; Conflict; Delinquency; Elementary Secondary Education; *Family (Sociological Unit); Family Role; *Immigrants; Juvenile Gangs; Limited English Speaking; Parent Child Relationship; Residential Patterns; School Role; *Social Adjustment; Urban Demography
IDENTIFIERS- *Chinatowns; *New York (New York)

This book examines the role of three major social institutions--community, school, and family--in helping Chinese immigrant children cope with and adapt to a new life in New York City. The following aspects of Chinese life are explored: (1) immigration networking; (2) determinants of immigrant types; (3) the community; (4) the school--enrollment and profiles; (5) school performance; (6) bilingual education; (7) bicultural conflict; (8) after-school hours; (9) the deviants--Chinatown gangs; (10) peer groups; (11) the immigrant family; and (12) adjustment. New York City's Chinatown provides a familiar social milieu for the newly arrived immigrant family, thus mitigating many potential problems. Counseling programs set up since 1975 under the bilingual education programs have been successful in helping Chinese immigrant children address their personal problems. The immigrant family has undergone changes characterized by the following: (1) role change or reversal; (2) parental absence; and (3) birth rate decline. Some of the family's functions, such as providing supervision, meals, and medical attention, have been relegated to the schools. As a result, peer groups have increased in importance; gang involvement is an indicator of maladjustment. Data are presented on 57 tables, maps, and figures. An appendix details Chinese immigration to the United States by sex, 1944-80. An extensive bibliography and an index are included. (BJV)

ED 294 782 SO 018 746

Allen, Peter F.
The Use Made in Economics and Allied Subjects of Material Supplied by Industry. Research Papers in Economics Education #11.
London Univ. (England). Inst. of Education.

PUB DATE- 87
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Economics; *Economics Education; Educational Resources; Foreign Countries; *Industry; Information Sources; *Instructional Materials; Resource Materials
IDENTIFIERS- *England (Northamptonshire); *Wales

This study explores the extent and nature of the use of materials supplied by industries to teachers of economics and business studies. Northamptonshire, England teachers were interviewed, while teachers in other school districts in England and Wales completed questionnaires. This report examines: (1) types and formats of materials; (2) classroom use of materials; (3) teachers' opinions; and (4) modifications and improvements needed. Tables and a 35-item bibliography are included, and appendices contain the survey questionnaire and a sample letter sent to selected schools. (JHP)

ED 294 798 SO 018 879

Parker, Franklin, Ed.; Parker, Betty June, Ed.
American Dissertations on Foreign Education: A Bibliography with Abstracts. Philippines. Volume XVIII, Part 2, M-Z.

REPORT NO.- ISBN-0-87875-335-4
PUB DATE- 86
NOTE- 532p.; For related documents, see ED 284 813 and SO 018 878. Author index appears in SO 018 878.
AVAILABLE FROM- Whitston Publishing Company, P.O. Box 958, Troy, NY 12181 ($60.00 for two volumes).
LANGUAGE- English
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Books (010) Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Annotated Bibliographies; *Doctoral Dissertations; Early Childhood Education; Elementary Secondary Education; *Foreign Countries; Postsecondary Education; *Private Education; *Public Education; Reference Materials; Theses
IDENTIFIERS- *Philippines

An abstracted bibliography of 191 dissertations is included in this book, which is part 2 of a two part volume discussing various aspects and all levels of education in the Philippines. Included dissertations were completed in the United States, Canada, and some European countries. Organized alphabetically by author, each citation contains information about the: (1) title; (2) university where the dissertation was completed; (3) year of completion; (4) number of pages; and (5) directions for ordering the dissertation. This book provides abstracts of dissertations written by authors whose surnames begin with the letters M-Z. A title index is included. (Author/JHP)

ED 294 814 SO 019 184

Demery, Marie
The Clementine Hunter Black History Month Exhibit: Successful Demonstration and Results of the Display Process. Working Paper #1.
PUB DATE- 88
NOTE- 43p.; Illustrations will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art Activities; Art Appreciation; *Art Education; Art History; Artists; *Black Culture; *Black History; Higher Education; Program Development; Program Proposals
IDENTIFIERS- Hunter (Clementine)

The Clementine Hunter Black History Month Exhibition (Natchitoches, Louisiana) was a successful demonstration that five objectives can be achieved with a zero budget and teamwork. Objective 1 demonstrated that specially designed cultural and extracurricular events can be used as tools for retaining black students on a predominantly white college campus. Objective 2 presented the selection of the Louisiana folk-artist Clementine Hunter as a role model for black history, achievement, and creativity. Objective 3 promoted the concept of visual literacy by encouraging viewers to use a viewing guide survey to study rather than to quickly glance at art. Objective 4 revealed that Natchitoches Parish (Louisiana) has collections of Clementine Hunter paintings that have never been exhibited. Objective 5 confirmed that this show would be a point of departure for the organization of a traveling exhibit of these unknown, grassroots, Clementine Hunter paintings to major U.S. cities. The mini-exhibit catalog and 14 works of art have been reproduced in this document. The viewing guide survey and its results have also been included. Forty references provide validation for content, and a checklist documented the entire spectrum of the exhibit process. (Author/SM)

ED 294 829 SO 019 293

Craig, Cheryl
Promoting Tolerance, Understanding, and Respect for Diversity: A Monograph for Educators.
Alberta Dept. of Education, Edmonton. Curriculum Branch.
PUB DATE- Nov 85

NOTE- 57p.
AVAILABLE FROM- School Book Branch, Alberta Department of Education, Devonian Building, West Tower, 11160 Jasper Avenue, Edmonton, Alberta, Canada T5K 0L2.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activity Units; *Concept Formation; *Concept Teaching; *Cultural Awareness; *Cultural Differences; Elementary Secondary Education; Instructional Materials; Learning Activities; Lesson Plans; Resource Materials; Resource Units; Teaching Guides; Units of Study
IDENTIFIERS- *Respect; Socioeconomic Diversity; *Tolerance

Produced by the Alberta, Canada government, this document encourages educators to promote tolerance, understanding, and respect for diversity in Alberta schools. Chapter 1 presents definitions of basic terminology, while chapter 2 outlines a school's role in creating positive conditions for student growth in understanding human similarities and differences. Chapter 3 describes strategies for promoting desirable student attitudes and behaviors in terms of: (1) developing students' self-esteem; (2) emphasizing similarities and positive cultural group achievements; (3) encouraging students to perceive a situation from others' perspectives; and (4) promoting sharing. Twenty-one lesson plans, designed for grades K-12, are included to assist in implementing these strategies. Chapter 5 contains a list of questions teachers might use for evaluation purposes, and chapter 6 presents 44 references. Appendices describe: (1) definitions of tolerance, understanding, and respect for diversity; (2) the development of desirable personal characteristics; (3) controversial issues; and (4) a curriculum audit report form. (JHP)

ED 294 845 SP 030 193

Miller, John P.
The Holistic Curriculum.
Ontario Inst. for Studies in Education, Toronto.

REPORT NO.- ISBN-0-7744-0320-9
PUB DATE- 88
NOTE- 140p.
AVAILABLE FROM- The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 ($22.75).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Affective Behavior; Creative Thinking; *Curriculum Development; Elementary Secondary Education; *Holistic Approach; Logical Thinking; *Psychological Needs; Religion; *Self Actualization; *Self Concept

Although the primary focus of this book is on curriculum and instruction, the social, psychological, and historical context of the holistic curriculum are also considered. This curriculum seeks to develop the whole individual by fostering a sense of connectedness within oneself and with others. Various connections--between logic and intuition, between mind and body, between subjects in the curriculum, between students and community--are examined, and their realization through specific examples of classroom practice is discussed. Extensive references are included. (JD)

ED 294 862   SP 030 228

Gill, Wanda E.; And Others
Bowie State College Teaching Faculty's Attitudes toward Public Education.

PUB DATE- 87
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *Educational Assessment; *Educational Quality; Elementary Secondary Education; Higher Education; National Surveys; *Opinions; *Public Education; Teacher Attitudes
IDENTIFIERS- *Bowie State College MD

This survey sought the opinions of faculty members at Bowie State College on 40 questions concerning academic and societal issues in public education. Responses to the survey questionnaire by faculty members represented a return of 14.5 percent, or 15 individuals. Tables are included comparing the responses of the Bowie State College sample and the responses to the Phi Delta Kappa national poll (September, 1987). (JD)

ED 294 878 TM 011 172

Tracey, Terence J.; Sedlacek, William E.
A Comparison of White and Black Student Academic Success Using Noncognitive Variables: A LISREL Analysis. Research Report #6-87.
Maryland Univ., College Park. Counseling Center.
PUB DATE- 87

NOTE- 34p.; This document contains very light type which may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; *Academic Achievement; Academic Persistence; *Black Students; *College Freshmen; Comparative Analysis; Grade Point Average; *Grade Prediction; Higher Education; *Racial Differences; School Orientation; *Whites
IDENTIFIERS- LISREL Computer Program; *Noncognitive Questionnaire

The structural relations of the seven non-cognitive dimensions proposed by W. E. Sedlacek and G. C. Brooks (1976) and traditional definitions of academic ability, as indicated by Statistical Aptitude Test (SAT) scores, to first semester grade point average (GPA) and persistence after three and five semesters were examined. Random samples of entrants at a predominantly White eastern state university were administered the Noncognitive Questionnaire (NCQ) during summer orientation in 1979 and 1980. The subjects included 208 Black and 1,475 White entering freshmen. The NCQ results and the SAT scores were used to derive structural models (using LISREL) of early academic success for both Black and White students. The structural models for the Black and White students were found to be very different. For Black students, traditional academic ability was related to first semester GPA, but neither GPA nor academic ability was related to persistence. Only the non-cognitive dimensions were predictive of Black student persistence. For White students, academic ability was the best predictor of first semester grades and these grades were the major predictor of subsequent persistence. The non-cognitive dimensions were not important in White student academic success, while they were crucial in Black student academic success. (Author/SLD)

ED 294 894 TM 011 525

Cunningham, Tandra Tyler
Student Achievement and Teaching Performance Ratings Using a State-Wide Teaching Rating Scale: A Case of Science Teaching in the Elementary School.
PUB DATE- Apr 88
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Elementary School Students; Grade 3; Grade 4; Grade 5; *Science Teachers; *Student Teachers; *Teacher Evaluation; Undergraduate Students
IDENTIFIERS- Iowa Tests of Basic Skills; *North Carolina Teaching Performance Appraisal

A study involving 14 regular classroom student science teachers assigned to Grades 3, 4, and 5 and the public school students in each of the classes was undertaken to assess the relationship between student achievement and teacher performance ratings. The student teachers were all female and were seniors in a four-year undergraduate teacher education program. The classes taught by these student teachers ranged in size from 24 to 35 students. The performance ratings involved administration of the North Carolina Teaching Performance Appraisal Instrument (a statewide teacher rating scale). While teachers taught on eight consecutive school days, pairs of trained observers rated their performance. The day following the eight lessons, a 46-item objectively scored achievement test covering the content of the lessons was administered to the students in each of the 14 classes. Student scores on the Iowa Tests of Basic Skills (ITBS) were also used. Results indicate that the correlation between the total battery score on the ITBS and student achievement on the classroom achievement was not statistically significant and that the potency of teachers' skills in producing large effect sizes in the achievement of their students may be greater than previously thought. (TJH)

ED 294 910 TM 011 619

Trott, Andrew
The Teaching/Learning Laboratory: A Vehicle for Research, Development and Training in Teacher Education. The Application of Microteaching Methodologies to the Training of Teachers to Conduct Oral Assessments.

PUB DATE- 87
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Elementary Education; Elementary School Teachers; Evaluators; Foreign Countries; *Inservice Teacher Education; *Interviews; *Microteaching; Sensitivity Training; *Student Evaluation; *Teaching Methods
IDENTIFIERS- England; *Oral Examinations

A study involving 20 British teachers assessed the use of micro-teaching techniques in the training of oral assessors (raters) of students. The study was designed to: measure the efficacy of a training program versus that of a sensitization program, examine methodologies associated with micro-teaching as applied to specific in-service teacher training, and draw conclusions and provide recommendations about the means by which oral assessors may be trained in the future. After a 1979 pilot study, a full study design was implemented to assess the areas of structure, reinforcement, pauses and questions, process indications, and specific skills of oral assessors. Videotapes of subsequent oral assessment interviews between teachers trained during the study and students were rated by six experts. Results indicate that: (1) the micro-teaching experience produces a "transfer of learning" effect that is able to change the behavior of experienced professionals; (2) micro-teaching techniques could be reconstructed as a learning package for in-service training of teachers; and (3) most of the teachers in the micro-teaching group significantly improved their interviewing skills. A bibliography of micro-teaching guides and studies is appended. (TJH)

ED 294 925 TM 011 689

Batley, Rose-Marie; Boss, Marvin W.

The Effects on Parameter Estimation of Correlated Abilities Using a Two-Dimensional, Two-Parameter Logistic Item Response Model.

PUB DATE- Apr 88
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; *Computer Simulation; Equations (Mathematics); *Estimation (Mathematics); Foreign Countries; *Latent Trait Theory; *Multivariate Analysis; Vectors (Mathematics)
IDENTIFIERS- Item Parameters; *Parametric Analysis

The effects of correlated dimensions on parameter estimation were assessed, using a two-dimensional item response theory model. Past research has shown the inadequacies of the unidimensional analysis of multidimensional item response data. However, few studies have reported multidimensional analysis of multidimensional data, and, in those using simulated data, the results were usually based on replication. Multidimensional analysis of simulated two-dimensional item response data fitting the M2PL model of M. D. Reckase (1985) was done using the analysis program known as MIRTE. A Monte Carlo study was employed. Three data sets (2,000 ability vectors by 104 items) were generated to satisfy different degrees of correlation between the two abilities. The data sets and analyses were replicated 100 times each. Summary statistics on the 100 replications were used to examine the effects of the degree of correlation between ability dimensions. Results shed light on the degree of correlation between the two ability dimensions. Ability and item parameters were recovered well enough to encourage further investigation of and to justify limited use of multidimensional analysis. (Author/TJH)

ED 294 939 UD 026 167

Davies, Don
Poor Families and Schools: An Exploratory Study of the Perspectives of Low-Income Parents and Teachers in Boston, Liverpool, and Portugal.
Institute for Responsive Education, Boston, Mass.

PUB DATE- 8 Apr 88
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Apathy; *Cross Cultural Studies; Equal Education; *Family School Relationship; *Lower Class Parents; Low Income Groups; Middle Class Standards; *Parent Attitudes; *Parent Participation; Poverty; School Effectiveness; *Teacher Attitudes

This cross-cultural study of social class and parent involvement in schools brings together data from Boston, Massachusetts, Liverpool, England, and Portugal. Interviews conducted with 350 teachers and low income parents sought to understand the nature and extent of the contacts between schools and families. The perspective was that children grow up in a web of institutions and that children are better served when there are positive connections among all parts. Literature concerning parent involvement in various social classes is reviewed. The findings are the following: (1) few families of low socioeconomic status have much contact with the schools; (2) when they do have contact their communications with the schools are primarily negative; (3) the view of many teachers is that families should follow a middle class model of contact; (4) school personnel appear to think of low income families as deficient; (5) school personnel think of parents as hard-to-reach or apathetic; (6) many low income parents have low assessments of themselves; (7) in all three countries parents expressed strong interest in their children's education; (8) many of the parents said they were satisfied with the schools; (9) cross cultural differences were found in how parents help their children with school work at home; and (10) school personnel had little interest in helping to overcome the inequities experienced by low income families. A list of references is provided. (VM)

ED 294 981 UD 026 213

Money Income and Poverty Status of Families and Persons in the United States: 1986. (Advance Data From the March 1987 Current Population Survey). Consumer Income.

Bureau of the Census (DOC), Suitland, Md. Population Div.
PUB DATE- Jul 87
NOTE- 50p.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Collected Works - Serials (022)
DESCRIPTORS- *Demography; *Family Income; Family Status; Hispanic Americans; *Income; Individual Characteristics; Inflation (Economics); Marital Status; *Poverty; Residential Patterns; Rural Farm Residents; Sex; Statistical Surveys; Work Experience

This report presents data on the 1986 income and poverty status of families and persons from 60,500 households in the United States. Among the variables examined are the following: (1) race; (2) Hispanic origin; (3) sex; (4) age; (5) marital status; (6) residence; and (7) family status. The following highlights are included: (1) for the fourth consecutive year, median family income moved ahead of inflation. In 1986, the median income for families was $29,460, 4.2 percent higher than the 1985 median after adjusting for a 1.9 percent increase in consumer prices between 1985 and 1986; (2) since 1982, when the last economic recession ended, real median family income rose a total of 10.7 percent; (3) the median earnings of both men and women working year-round, full-time increased significantly between 1985 and 1986; (4) the number of persons below the poverty level was 32.4 million in 1986; (5) the poverty rate was 13.6 percent in 1986, compared with 14.0 in 1985; and (6) the number and percentage of persons in poverty have decreased since 1983. Data are presented on 31 tables and figures. Appendices provide definitions of terms used, and discuss the source and reliability of the estimates, and the problem of income underreporting. (BJV)

ED 294 953 UD 026 181

Galvan, Jose; And Others
Helping Limited English Proficient Students Succeed.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 87
NOTE- 14p.; In: Making Schools Work for Underachieving Minority Students: Next Steps for Research, Policy, and Practice. Proceedings of the Conference, see UD 026 176.
GRANT- OERI-G-86-90003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Bilingual Education; Bilingual Students; Curriculum Development; *Educational Improvement; Elementary Secondary Education; Equal Education; Hispanic Americans; *Limited English Speaking; Lower Class Students; *Minority Group Children; *Program Development; Psychological Needs; School Community Relationship; School Effectiveness; Stress Management; Underachievement; Urban Education
IDENTIFIERS- American Indian Students; Asian American Students; *Collaboratives; Los Angeles Unified School District CA

A group of three brief conference papers, all concerned with methods to help Limited English Proficient (LEP) students succeed, is presented in this document. The first paper, "Integrated Content Language Approach" (Jose Galvan), suggests that LEP students who are at the intermediate level or beyond will benefit from programs integrating content and language instruction because their transitional progress will have the added advantage of a strong affective element. Interest in the language being used will rise, and their progress in the subject matter will continue. The second paper, entitled "The Eastman Success Story for Helping Limited English Proficient Students Succeed" (Bonnie Rubio), describes the Eastman Curriculum Design Project implemented in seven schools in the Los Angeles Unified School District in California. The program focuses on language separation: subject matter is taught either in Spanish, sheltered English, or mainstream English. The goals of the program are high-level oral fluency in English and academic achievement. The third paper, "Helping Limited English Proficient Students Succeed" (Amado Padilla), asserts that the stress that LEP children experience is very different from the stress that children generally have. External and internal mediators, which buffer the impact of stress, can be developed; if LEP students learn how to cope with stress, they will be less at risk of dropping out. (BJV)

ED 294 967 UD 026 195

Sutton, Constance R., Ed.; Chaney, Elsa M., Ed.
Caribbean Life in New York City: Sociocultural Dimensions.
Center for Migration Studies, Inc., Staten Island, N.Y.
REPORT NO.- ISBN-0-913256-88-9 (Hardcover); ISBN-0-913256-92-7 (Paperback)
PUB DATE- 87
NOTE- 383p.; Photographs will not reproduce clearly.
AVAILABLE FROM- Center for Migration Studies, 209 Flagg Place, Staten Island, New York 10304-1148 ($12.95 paper--ISBN-0-913256-92-7; $17.50 hardcover--ISBN-0-913256-88-9; $3.00 shipping and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Acculturation; Child Rearing; *Cross Cultural Studies; Cultural Background; Cultural Differences; Cultural Pluralism; *Cultural Traits; Dominicans; Ethnicity; Foreign Nationals; Haitians; Hispanic Americans; *Migrants; Puerto Ricans; Racial Identification; Social Science Research; *Social Support Groups; Urban Demography
IDENTIFIERS- *Caribbean Americans; *New York (New York); West Indians

This book comprises the following papers discussing Caribbean life in New York City: (1) The Context of Caribbean Migration (Elsa M. Chaney); (2) The Caribbeanization of New York City and the Emergence of a Transnational Socio-Cultural System (Constance R. Sutton); (3) New York City and Its People: An Historical Perspective Up to World War II (David M. Reimers); (4) New York City and the New Caribbean Immigration: A Contextual Statement (Roy Simon Bryce-Laporte); (5) Where Caribbean Peoples Live in New York City (Dennis Conway and Ualthan Bigby); (6) Black Immigrant Women in "Brown Girl, Brownstones" (Paule Marshall); (7) Migration and West Indian Racial and Ethnic Consciousness (Constance R. Sutton and Susan Makiesky-Barrow); (8) West Indians in New York City and London: A Comparative Analysis (Nancy Foner); (9) West Indian Child Fostering: Its Role in Migrant Exchanges (Isa Maria Solo); (10) Garifuna Settlement in New York: A New Frontier (Nancie L. Gonzalez); (11) The Politics of Caribbeanization: Vincentians and Grenadians in New York (Linda G. Basch); (12) All in the Same Boat? Unity and Diversity in Haitian Organizing in New York (Nina Glick-Schiller, Josh DeWind, Marie Lucie Brutus, Carolle Charles, Georges Fouron, and Antoine Thomas); (13) Language and Identity: Haitians in New York City (Susan Buchanan Stafford); (14) Puerto Rican Language and Culture in New York City (Juan Flores, John Attinasi, and Pedro Pedraza, Jr.); (15) Dominican Family Networks and United States Immigration Policy: A Case Study (Vivian Garrison and Carol I. Weiss); (16) The Linkage between the Household and Workplace of Dominican Women in the U.S. (Patricia R. Pessar); (17) Formal and Informal Associations: Dominicans and Columbians in New York (Saskia Sassen-Koob); (18) A Comment on Dominican Ethnic Associations (Eugenia Georges); (19) Response to Comment (Saskia Sassen-Koob); (20) Afro-Caribbean Religions in New York City: The Case of Santeria (Steven Gregory); and (21) The Puerto Rican Parade and West Indian Carnival: Public Celebrations in New York City (Philip Kasinitz and Judith Freidenberg-Herbstein). Photographs, information about the contributors, and an index are included. (BJV)

ED 294 783 SO 018 747

Brosio, Richard
Education for Democratic Work and Citizenship: Building Bridges to Organized Labor.
PUB DATE- Nov 87
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Chicago, IL, November 4-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizen Participation; *Citizenship Education; *Democratic Values; *Educational Change; Social Studies; *Unions

Members of the educational community have a vested interest in establishng a system of economic decisionmaking that is subject to democratic input and public accountability. Educators might seek alliances with progressive labor unions in order to achieve this goal. This paper explores the roles and effects of capitalism, multinational corporations, labor unions, changing job markets, and the economics of the Reagan administration. The future of the workplace and democracy may be linked to the quality of social studies education, and citizenship education must be promoted by groups outside of the educational field, such as organized labor.

Educational reform cannot succeed without becoming part of a larger socio-political movement, and organized labor's best long-term interests lie in solidarity with educators who seek a participatory democracy. (JHP)

ED 294 799 SO 018 881

Ediger, Marlow
The Social Science Curriculum: A Collection of Essays.
PUB DATE- 6 Mar 88
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Experiential Learning; *History Instruction; Learning Processes; Middle Eastern Studies; *Multicultural Education; Opinion Papers; Simulation; *Social Studies; Teaching Methods

A collection of seven essays about current topics involving social studies curriculum is presented in this document. "Priorities in the Social Studies" considers curriculum-related issues and social problems that need to be addressed. "The Student and the Psychology of Learning" suggests criteria that should be considered by teachers when selecting learning activities, while "Teaching History in the Social Studies" advocates that history teachers implement selected educational philosophies. "Multicultural Education and the Middle East" describes this area's geography and history, and "Criteria To Emphasize In Unit Teaching" discusses teaching standards in terms of selected educational theories. Comparisons of teaching methods are explored in "Subject Centered Versus an Activity Centered Curriculum," while the importance of developing realistic experiences for students is emphasized in "Simulations and the Curriculum." Some of the essays include bibliographies. (JHP)

ED 294 846 SP 030 196

Stolworthy, Reed L.
Evaluating Teaching Competencies: An Analysis of the Variance Existing in Different Assessments.
PUB DATE- 6 May 88
NOTE- 117p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Teachers; Comparative Analysis; Elementary Secondary Education; Higher Education; Self Concept; *Self Evaluation (Individuals); *Student Teacher Evaluation; *Teacher Evaluation; Teacher Qualifications; *Teaching Skills

This follow-up study of first year teachers involved a population of 74 undergraduates who had completed the Washburn University (Kansas) teacher preparation program. Data were obtained relative to the undergraduates' status in teaching during the 1985-86 academic school year and their individual self-evaluations regarding 25 selected competencies related to teaching. The data obtained from the first year teachers were also compared to their own self-evaluation obtained while they were previously serving (approximately one year before) as student teachers during the fall of 1984 and the spring of 1985 respectively. Also included were the student teaching evaluations completed during the fall of 1984 and the spring of 1985 by the same individuals' cooperating teachers and university supervisors. The principals who observed the undergraduates as first year teachers were also involved in the study, evaluating them relative to the same selected competencies. Descriptive and inferential statistics are applied to the data. (JD)

ED 294 863   SP 030 229

McKinney, Kay
Five Tips To Improve Teaching. Research in Brief.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- IS-87-122
PUB DATE- Dec 87
NOTE- 3p.; For details about the research reported here, contact: Institute for Research on Teaching, Michigan State University, 318 Erickson Hall, East Lansing, MI 48224-1034.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Communication; *Educational Objectives; Elementary Secondary Education; *Instructional Improvement; Teacher Behavior; *Teacher Effectiveness; Teacher Improvement; *Teacher Responsibility

Researchers at the Institute for Research on Teaching (IRT) at Michigan State University studied how teacher behavior influences what youngsters learn and how teaching can be improved. IRT found that how teachers teach is as important to student learning as what they teach. IRT found that many teachers believe they do a good job and don't see the need to invest time and energy to improve the way they teach. However, most teachers are willing to change when given suggestions on improving teaching skills. IRT identified five key elements of effective teaching; these elements, briefly discussed in this document, are: (1) Set Goals; (2) Communicate Expectations; (3) Understand Content; (4) Closely Follow Instructional Materials; (5) Accept Responsibility. (JD)

ED 294 879 TM 011 237

Costantino, Giuseppe; And Others

Cross Cultural Validation of TEMAS (Minority Version). A Pluralistic Projective Test.

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD. Center for Minority Group Mental Health Program.
PUB DATE- Aug 87
NOTE- 48p.; Paper presented at the Annual Meeting of the American Psychological Association (95th, New York, NY, August 30, 1987).
GRANT- 1-R01-MH33711; 2-R01-MH30569-06A

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cross Cultural Studies; Elementary Education; Elementary School Students; *Hispanic Americans; Minority Groups; *Personality Measures; Psychological Evaluation; *Psychometrics; *Puerto Ricans; Test Validity
IDENTIFIERS- *TEMAS Thematic Apperception Test

Psychometric research was conducted on the TEMAS (meaning "themes" in Spanish) Thematic Apperception Test (TAT). Personality functioning is rated in terms of constructs such as delay of gratification, achievement motivation, reality testing, and self-concept. The TEMAS test was administered to 140 public and 140 private school students from kindergarten to grade 6 and 50 young psychiatric outpatients from San Juan, Puerto Rico. For cross-cultural comparison, means and standard deviations were determined for a sample of children of Puerto Rican background in New York and similar outpatients. Hispanic children in New York were more fluent on the TEMAS than the TAT. Internal consistency and inter-clinical reliability were established and evidence of concurrent validity was apparent in the comparison of test groups. The TEMAS test personality profile appears to be a gross discriminator of clinical and non-clinical states. (SLD)

ED 294 911 TM 011 621

Sympson, J. Bradford; Haladyna, Thomas M.
An Evaluation of "Polyweighting" in Domain-Referenced Testing.
SPONS. AGENCY- Navy Personnel Research and Development Center, San Diego, Calif.
PUB DATE- Apr 88
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software; Difficulty Level; Item Analysis; Latent Trait Theory; *Scoring; Test Items; *Test Reliability; Test Validity; *Weighted Scores
IDENTIFIERS- *Domain Referenced Testing; Iterative Methods; *Polychotomous Scoring

A new approach to polychotomous scoring of test items, similar to "max-alpha" scaling (MAS) and known as polyweighting, has been developed. Unlike MAS, this new method of polychotomous scoring provides scoring weights for a given item that are independent of the difficulty of other items in the analysis. Moreover, the scoring weights are bounded so that an examinee can never receive more credit for an incorrect response than for a correct response. Polyweighting assigns a score weight to each item response category that is approximately equal to the mean percentile rank of examinees who chose that category in the item calibration sample. An iterative procedure is used to derive polyweights for a set of items. In a computer program written for this process, iterations continue until the mean squared correlation ratio between items and percentile ranks stops increasing. To evaluate the effect of polyweighting on the reliability and domain validity of test scores, data from 1,100 resident physicians completing a 200-item test on otolaryngology were obtained. Results indicate that polyweighting can provide a higher level of test reliability and domain-related validity than can traditional number/proportion-correct scoring. Further research should compare the effectiveness of polyweighting with item response theory methods. Seven tables and seven graphs are presented. (TJH)

ED 294 815 SO 019 197

Sebes, Joseph S.

The Role of Inner Asia in Early Russo-Chinese Relations: Teaching Aids for the Study of Inner Asia, No. 8.

Indiana Univ., Bloomington. Asian Studies Research Inst.

SPONS. AGENCY- Association for Asian Studies, Ann Arbor, Mich.
PUB DATE- 80
NOTE- 48p.; For related documents, see ED 135 724-727.
AVAILABLE FROM- Research Institute for Inner Asian Studies, Indiana University, Goodbody Hall 334, Bloomington, IN 47405 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Asian History; *Asian Studies; Cross Cultural Studies; Cultural Isolation; Curriculum Enrichment; Ethnic Stereotypes; Foreign Countries; *Geographic Regions; Instructional Materials; Multicultural Education; *Non Western Civilization; Secondary Education; Traditionalism
IDENTIFIERS- *Asia (Central)

Teaching about Inner Asia in the context of today's world can be accomplished by presenting the historical relations among China, Russia, and Inner Asia. Present day China-Russia policies and relations date back to earlier unequal treaties forced upon China by the West. China has historically attempted to maintain an isolationist position against constant invasions, many from the northern Mongols who were able to succeed in ruling the Chinese people for over 700 years. The Great Wall of China was constructed to protect the Chinese people from invasions by the northern barbarians. China's policy toward this region was characterized by tribute missions. Soldiers and merchants were not esteemed by their society, and Chinese policy was opposite Russia's "war or trade" policy. The first conquest of China was that of Ghengis Khan and his grandson Khubilai Khan in A.D. 1280. After the end of the Khans' reign in A.D. 1370, the Ming Dynasty maintained strong military forces against the Mongols for the purpose of keeping the Mongol tribes warring amongst themselves and disunited. (NL)

ED 294 830 SO 019 301

Drysdale, Robert; And Others
China: Issues and Prospects in Education. Annex 1 to China, Long-Term Development Issues and Options. A World Bank Country Study.
World Bank, Washington, D. C.
REPORT NO.- ISBN-0-8213-0600-6
PUB DATE- May 86
NOTE- 99p.; Some tables contain small print.
AVAILABLE FROM- Publications Sales Unit, Department T, The World Bank, 1818 H Street, N.W., Washington, DC 20433.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Compulsory Education; Educational Facilities; *Educational Finance; Educational Opportunities; Educational Resources; *Equal Education; Foreign Countries; Primary Education; Secondary Education; *Teacher Education; *Technical Education; *Vocational Education
IDENTIFIERS- *China

One of six annexes to a report prepared by members of an economic commission that visited China in 1984, this document examines recent developments in Chinese primary and secondary education and issues related to a proposed introduction of a 9-year basic educational system. It outlines educational prospects to the year 2000 and explores technical and vocational education in relation to technical manpower, demand, and supply. Issues pertaining to specialization, duration and level of training, shortages of staff and facilities, administration, and the status of technical and vocational education are examined, along with the demand for and supply of staff in primary and secondary education and issues related to teacher training, curriculum, educational structures, and administration and teacher status. It concludes with a review of costs and financial issues in education and proposes specific educational prospects. Tables and charts are included, and appendices give data on China's educational structure and provide other selected statistics. (JHP)

ED 294 895 TM 011 526

Lucas, Christopher J.
Accountability and Assessment in American Higher Education: Two Case Studies.
PUB DATE- Apr 88

NOTE- 30p.; Paper presented at the Annual Meeting of the Society of Professors of Education in conjunction with the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Case Studies; *Educational Assessment; *Higher Education; National Surveys; *Outcomes of Education; Politics of Education; *Standardized Tests; Student Evaluation; Universities
IDENTIFIERS- Northeast Missouri State University; University of Missouri Columbia

Case studies of attempts to implement accountability and assessment programs at Northeast Missouri State University and the University of Missouri, Columbia, illustrate the benefits and impacts of such programs. The programs variously incorporated demographic data, national standardized test results, and surveys of student attitudes. The American College Test, graduate record examinations, professional certification instruments, employers' surveys, writing and critical thinking instruments, and the Cooperative Institutional Program survey scores are used to gather quantitative and qualitative information about learning outcomes. Political processes and faculty reactions involved in the implementation of the programs prove that such facets are central to any attempt to establish such a program. (TJH)

ED 294 926 TM 011 692

Glassman, Phyllis
A Study of Cooperative Learning in Mathematics, Writing and Reading as Implemented in Third, Fourth and Fifth Grade Classes: A Focus upon Achievement, Attitudes and Self-Esteem for Males, Females, Blacks, Hispanics and Anglos.
PUB DATE- Apr 88
NOTE- 64p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Anglo Americans; Black Students; Classroom Research; *Curriculum Evaluation; Elementary Education; *Elementary School Students; *Fused Curriculum; Grade 3; Grade 4; Grade 5; Hispanic Americans; Mathematics Curriculum; Racial Relations; Reading Instruction; Self Esteem; Sex Differences; *Student Attitudes; Writing Instruction
IDENTIFIERS- *Cooperative Learning

Two intermediate elementary schools in the Bay Shore District of Bay Shore, New York, were studied to assess the impact upon student achievement of a program in cooperative learning applied to mathematics, reading, and writing. The schools include the Gardiner Manor and South Country Schools; in the 1986-87 school year, 510 students attended the former, and 449 attended the latter. Twenty-four third-, fourth-, and fifth-grade teachers and their classrooms participated in the study. Assessments were also made to determine the effects of such programming on students' attitudes, self-esteem, and gender and race relations. Demographic analyses were conducted. The study adopted a pre-test/post-test quasi-experimental design. Data collection instruments included the Iowa Tests of Basic Skills, Coopersmith Self-Esteem Inventory, a modified version of "Who Are Your Friends?", student writing samples, and various attitude inventories. Unlike previous studies, cooperative learning in this instance did not prove to be any more effective than traditional educational strategies in increasing students' achievement, enhancing race and gender relations, or improving youngsters' attitudes toward school. The complexity of the experimental design, its compressed nature, and the effectiveness of the existing traditional curriculum may explain this result. Positive gains found for Hispanic students should be investigated further. A 115-item reference list is presented. (TJH)

ED 294 940 UD 026 168

Schellenberg, Stephen J.; And Others

Loss of Credit and Its Impact on High School Students: A Longitudinal Study.

PUB DATE- 5 Apr 88
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Failure; *Attendance; *Credits; *Graduation Requirements; *High Risk Students; High Schools; Racial Differences; *Secondary Education
IDENTIFIERS- *Saint Paul Public Schools MN

For students in most high schools, graduation is predicated on the successful completion of a specified number of courses or credits. In most cases when these students fail they are not retained in grade but become credit deficient. This report is concerned with a longitudinal study of loss of credit among high school students in the St. Paul (Minnesota) Public School District. For each course failed data were recorded on the following items: (1) student's demographic profile; (2) student's attendance record; (3) course information; and (4) teacher recorded information. An analysis of four years of data sought to find patterns and changes in the way failures had occurred. The findings showed that absenteeism was the best predictor of future credit loss and that dangerous patterns of absenteeism may begin as early as elementary school. The conclusions include the following: (1) absenteeism must be addressed in schools before it leads to credit loss; (2) teachers must expect and reward good attendance; (3) administrative actions must include both incentives for attendance and penalties for non-attendance; (4) the causes of absenteeism must be probed; and (5) minority students are more susceptible to the loss of credit than are white students. More studies of loss of credit are needed in other settings to address these concerns more thoroughly. Statistical data are included in 12 tables and 6 graphs. (VM)

ED 294 982 UD 026 216

McDaid, Janet L.; Baca, Christina
Promotion and Retention Policy Implementation Study No. 463.
San Diego City Schools, CA. Planning, Research and Evaluation Div.
PUB DATE- 30 Jun 87
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Course Content; Educational Policy; *Failure; *Grade Repetition; *High Risk Students; Minority Groups; Outcomes of Education; Racial Differences; *Remedial Programs; Secondary Education; *Student Promotion
IDENTIFIERS- *San Diego Unified School District CA

This evaluation report contains descriptive information about the population of students retained during the 1985-86 school year under a new policy in San Diego City (California) Schools. The courses failed by at-risk secondary school students were analyzed in terms of course content and student outcomes. Intervention strategies attempted with at-risk elementary school students were studied relative to available resources and their effectiveness. The findings include the following: (1) the percent of students retained was lower than the percent of students identified as at-risk; (2) about one-third more males than females were retained; (3) proportionately more Blacks and Hispanics were retained than Whites; (4) nearly three-fourths of the teachers followed the policy to give at-risk students more instruction; (5) teachers thought a key strength of the new policy was to inform parents about their children's at-risk state; and (6) the district was generally pleased with the results of the new policy. Recommendations to improve the policy include further monitoring of personnel, resources, programs, and service delivery for at-risk students. Tables and a short list of references are included. Two appendices give additional statistical data. (VM)

ED 294 784 SO 018 749

Egan, Sarah M., Ed.; Gorham, Amy L., Ed.
Internationalizing Undergraduate Education: Resources from the Field.
Global Perspectives in Education, Inc., New York, N.Y.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 87
NOTE- 195p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Educational Resources; *Global Approach; Higher Education; Information Sources; Instructional Materials; *International Education; *International Studies; Resource Materials; Secondary Education; Social Studies; *Undergraduate Study

This bibliography contains 400 annotated citations of selected international studies materials produced by U.S. higher educational institutions. The materials are useful for secondary or college level courses, and the document is divided into subject related sections that include annotations of materials about: (1) business education; (2) economics; (3) education; (4) global issues; (5) humanities; (6) political science; (7) science and technology; (8) social sciences; and (9) foreign languages. Ordering information, document prices, and service charges are included. Most of the sections contain an author-title index, and a cumulative subject index is provided. (JHP)

ED 294 864 SP 030 235

Barnette, J. Jackson; And Others
The Effectiveness of the Study Group as an R&D Methodology.
Occasional Paper No. 024.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 87
NOTE- 49p.
CONTRACT- 400-86-0001
AVAILABLE FROM- Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Group Activities; Information Dissemination; Participant Satisfaction; Participative Decision Making; *Program Development; *Program Effectiveness; Program Evaluation; *Research and Development Centers; *Research Methodology

This paper describes how the Appalachia Educational Laboratory (AEL) operated the first study groups, what topics they investigated, what fruit they bore, and what the study group members and AEL staff later said they would do differently or the same way next time. Major topics discussed in the paper are: how groups were initiated and organized, what processes groups used, and how products and information were disseminated. The last part of the paper reports on the results of a survey sent to 1986-87 study group members assessing: (1) the importance of 33 potential topics; (2) the feasibility of using the study group approach to address these topics; and (3) the desirability, benefits, and potential problems in forming several new types of study groups. The survey form and a discussion guide are appended. (JD)

ED 294 954 UD 026 182

Stewart, Twyla; And Others
Improving Teacher Effectiveness.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 87
NOTE- 22p.; In: Making Schools Work for Underachieving Minority Students: Next Steps for Research, Policy, and Practice. Proceedings of the Conference, see UD 026 176.
GRANT- OERI-G-86-90003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Black Teachers; *Educational Improvement; Elementary Secondary Education; Equal Education; Limited English Speaking; *Minority Group Children; Minority Group Teachers; *Program Development; Social Attitudes; *Teacher Effectiveness; Teacher Improvement; Test Construction; Underachievement; Urban Education
IDENTIFIERS- Collaboratives; Cultural Sensitivity

A group of three conference papers, all dealing with ways to improve teacher effectiveness, is presented in this document. The first paper, "Improving Teacher Effectiveness" (Twyla Stewart), describes the efforts of the Center for Academic Interinstitutional Programs at the University of California, Los Angeles. The program focuses on helping teachers address the issues of content and concept through collaborative organization. A new model, expanding the role of the teacher as instructional leader, professional developer, mentor, and clinical consultant, should be considered.

The second paper, "Teacher Effectiveness" (Charles Moody), asserts that teachers and schools have been effective in their original purpose: to legitimize adult economic inequality. To make schools truly effective we must realize that all students can learn, and that we know all we need to know to educate all students. When educators understand that equity and excellence do not compete with each other, then schools will become effective. Recommendations are made for improving teacher effectiveness. The third paper, "Improving the Quality of Teachers for Minority Students" (Ana Marie Schuhmann), reviews the declining numbers of minority teachers, and suggests various ways of improving teacher quality to help close the achievement gap between majority and minority students. The number of minority teachers should be increased, and teachers should be proficient in the culture and language of their minority students. A list of references is provided. (BJV)

ED 294 800 SO 019 076

Tedesco, Juan Carlos

Capacitacion de educadores para areas marginales--I: Caracteristicas y necesidades educativas de los ninos, jovenes y adultos en las poblaciones menos favorecidas, rurales y urbanas. Tercera edicion (Preparation of Educators for Marginal Areas--I: Educational Needs and Characteristics of Children, Youth and Adults in Disadvantaged Populations, Rural and Urban. Third Edition).

United Nations Educational, Scientific, and Cultural Organization, Santiago (Chile). Regional Office for Education in Latin America and the Caribbean.

PUB DATE- Dec 87

NOTE- 32p.; Prepared for the Subregional Seminar/Workshop on Innovations in the Training of Educators within the Objectives of the Major Project for Education in Latin America and the Caribbean (Bogota, Colombia, November 3-10, 1981).

LANGUAGE- Spanish

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Competency Based Teacher Education; Developing Nations; *Disadvantaged Schools; Educational Development; *Educational Improvement; Educational Objectives; Educational Planning; Inservice Education; Instructional Effectiveness; Poverty; Professional Education; Teacher Alienation; Teacher Attitudes; Teacher Education; Teacher Role

IDENTIFIERS- *Latin America

Forty percent of the families in Latin America have an income which does not provide essential necessities. Two-thirds of poor families live in the countryside, while the remainder reside in urban slums. The key variable in explaining poverty is education. Without education these families have irregular, unstable, and low paying employment opportunities. These are the conditions that provide the scenario for schools in this environment. Statistics show that 50 percent of the students drop out with fewer than three years of schooling and are only semiliterate. Those who leave with three years or less of schooling constitute 41 percent in El Salvador, 45 percent in Brazil, and 64 percent in Nicaragua. These children come from homes with serious deficits and enter schools that have few resources and poorly trained personnel. Students achieve at a higher level when expectations for them are increased. Teachers often have social and cultural prejudices towards these children combined with low expectations for them. Classrooms are overcrowded, resources are scarce, and there are many one-teacher schools in which an interpreter may be needed. These positions are often entry level where the teacher has had no previous teaching experience. Working with these marginal populations requires a level of specific preparation for the situations and problems the teacher will confront. Developing favorable attitudes on the part of professionals towards disadvantaged groups is essential. (NL)

ED 294 831 SO 019 302

The Education Structures in the Member States of the European Communities.

EURYDICE Central Unit, Brussels (Belgium).

REPORT NO.- ISBN-2-87116-034-1
PUB DATE- 86
NOTE- 155p.
AVAILABLE FROM- EURYDICE European Unit, Rue Archimede 17, B-1040 Bruxelles, Belgium.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; *Compulsory Education; *Educational Administration; Foreign Countries; *Preschool Education; *Primary Education; Reports; *Secondary Education
IDENTIFIERS- Belgium; Denmark; *European Communities Commission; France; Greece; Ireland; Italy; Luxembourg; Netherlands; United Kingdom; West Germany

This document was prepared in response to a comparative study tour undertaken as part of the European Communities Commission's Community Education Programme. It describes the educational structures of Belgium, Denmark, the Federal Republic of German, France, Greece, Ireland, Italy, Luxemborg, Netherlands, and the United Kingdom. Each country's educational system is described in terms of: (1) responsibilities and administration; (2) pre-school programs; (3) primary education; and (4) secondary education. Compulsory education requirements are identified, and maps, tables, and charts are included. (JHP)

SP

ED 294 847 SP 030 197

The Training of Trainers in Educational Planning. Report of an IIEP Workshop (Nairobi, Kenya, June 29-July 10, 1987).

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

PUB DATE- 87

NOTE- 160p.

AVAILABLE FROM- International Institute for Educational Planning, 7-9 rue Eugene-Delacroix, 75116 Paris, France.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Administrator Education; Data Analysis; Data Collection; *Developing Nations; *Educational Planning; Foreign Countries; Higher Education; *Instructional Materials; Learning Modules; *Program Development; Teaching Methods

IDENTIFIERS- Africa; Ethiopia; Kenya; Malawi; Tanzania; Uganda; Zambia; Zimbabwe

The main aim of the International Institute for Educational Planning's program "Training the Trainers" is to improve the technical skills of planning specialists and to develop their organizational capabilities so that they can run national training programs. The objectives of the workshop described in this reort were to design the content of national training programs and to prepare, for demonstration purposes, a limited set of teaching materials. The report is divided into three parts. The first presents a detailed program of the workshop, a list of participants and resource persons, and an evaluation questionnaire. The second part describes the training program and the training materials prepared by the participants during the workshop. The final part contains national reports on educational planning at the regional level from: (1) Kenya; (2) Ethiopia; (3) Malawi; (4) Tanzania; (5) Uganda; (6) Zambia; and (7) Zimbabwe. (JD)

ED 294 880 TM 011 241

Lad, F. R.; And Others
The Fundamental Theorem of Prevision. Technical Report No. 506.
November 1987.
Minnesota Univ., Minneapolis. School of Statistics.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 5 Nov 87
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Linear Programing; Mathematical Models; *Probability; *Statistical Analysis; Theories
IDENTIFIERS- *Prevision

B. De Finetti's "Fundamental Theorem of Probability" is reformulated as a computable linear programming problem. The theorem is substantially extended, and shown to have fundamental implications for the theory and practice of statistics. It supports an operational meaning for the partial assertion of prevision via asserted bounds. The theorem is expanded to apply to general quantities; to allow bounds and orderings on previsions as input to the programming problem; and to yield bounds, even on conditional previsions, as output. Consequences include the ultimate strengthening of any probability inequality based on linear constraints, such as the Bienayme-P. L. Chebyshev inequality and an inequality related to Kolmogorov's inequality, but based only on the judgment of a sequence of quantities as exchangeable. Included in the wide variety of potential applications are the safety assessment of complex engineering systems, the analysis of agricultural production statistics, and a synthesis of subjective judgments in macro-economic forecasting. Prevision is explicitly recognized as a completion of the notion of logical assertion, introduced by Frege. (Author/SLD)

ED 294 968 UD 026 196

Moody-Thomas, Sarah; And Others

Demographic and Situational Variables Influencing Substance Use among Urban Black Adolescents.

PUB DATE- Aug 87
NOTE- 11p.; Paper presented at the Annual Meeting of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Age Differences; Alcoholic Beverages; *Black Students; Drinking; Educational Environment; Elementary School Students; Females; Grade 9; High School Students; Illegal Drug Use; Males; Marijuana; Secondary Education; *Sex Differences; Smoking; Urban Education; *Urban Youth; *Use Studies

This study reports grade, gender, and environmental (school structure) differences in self-reported use of tobacco, alcohol, and marijuana among urban black adolescents. Among the results are the following: (1) an equal percentage of males and females reported having "tried" cigarettes and alcohol; (2) males reportedly smoked more cigarettes within a 30-day period than females; (3) an equal number of males and females reported drinking alcohol within the same period; (4) a much greater percentage of males reported having tried chewing tobacco and using marijuana; (5) examination of multiple use patterns of two or more substances revealed that females most often used cigarettes and alcohol in combination, and males preferred a combination of marijuana and alcohol or marijuana and cigarettes; (6) ninth grade senior high school students smoked considerably more than ninth grade junior high school students; and (7) the most significant increase in alcohol and marijuana use was evidenced between seventh and eighth grades, and eighth and ninth grades respectively. Age-appropriate intervention programs may need to consider ethnicity, school environment, and substance-specific initiation points. Data are presented on five tables. A 6-item list of references is included. (BJV)

ED 294 816 SO 019 210

Turner, Ginny

Globe Watch. Teachers' Guide for Globe Watch IV: Mexico, Canada, Finland, Japan, the Arms Race, the Iran-Iraq War.

Hampden-Sydney Coll., VA.
PUB DATE- Feb 88
NOTE- 66p.
AVAILABLE FROM- Hampden-Sydney College, Office of the President, P.O. Box 128, Hampden-Sydney, VA 23943 (information on how to obtain Teachers' Guide and Globe Watch television series will be sent on request; for selected programs, send blank tape and $5.00 to cover transcribing and mailing costs).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Foreign Policy; *Global Approach; Instructional Materials; *International Relations; Lesson Plans; National Defense; Secondary Education; Social Studies
IDENTIFIERS- Canada; Finland; Immigration Impact; Immigration Law; Iran; Iraq; Japan; Mexico; North Carolina; USSR

To enhance the use of the Globe Watch IV public television series, produced jointly by Hampden-Sydney College (Virginia) and the University of North Carolina Center for Public Television, each lesson in this guide provides: (1) a statement of the objective of the program; (2) a synopsis of the issue discussed; (3) background information; (4) brief descriptions on the guests appearing on the program and their main points; (5) terms used in the program; (6) questions; (7) provocative quotes made by guests; and (8) suggested readings. Programs 1-6 address several facets of U.S.-Canadian relationships by showing how Canadians have evolved a different attitude and ethos from that of the United States and by depicting how Canada is protecting its cultural identity in the face of overwhelming cultural imports from the United States. Program 7 considers illegal immigration from Mexico into the United States and examines the effects of the 1986 Immigration Law. The manner in which Mexican and U.S. cultures have interacted in Texas is explored in program 8. The development of the nuclear arms race from immediately after World War II to the Cuban missile crisis and the history of the U.S.-Soviet arms race from the Cuban missile crisis until 1985 are traced in programs 9 and 10. Program 11 examines the historical development that led to Finland's unique position as a neutral buffer between the East and West. Program 12 explores why Japanese companies choose to come to North Carolina and how well they adjust to being there. Program 13 examines the origins and course of the Iran-Iraq war. Maps are appended. (SM)

ED 294 896 TM 011 527

Salazar, Irene M.
The Use of Qualitative Data as a Supplement to Quantitative Analysis of Objective Survey Items.
PUB DATE- Apr 88
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Content Analysis; Cost Effectiveness; Grade 8; Grade 12; High School Students; *Holistic Evaluation; Junior High School Students; *Objective Tests; *Qualitative Research; *Research Methodology; Secondary Education; Student Attitudes; Surveys; Test Items; Values
IDENTIFIERS- American College Testing Program; *High School Student Opinion Survey

A survey administered to junior and senior high school students was studied to determine the degree to which the narrative from the "additional comments" section of the survey enhances the quantitative data analysis from the survey. The data, obtained as part of a needs assessment for a suburban school district, were obtained by using the High School Student Opinion Survey (HSSCS) of the American College Testing Program, 1980. The HSSOS was administered to 371 twelfth graders and 309 eighth graders. Focus was on the High School Environment, High School Characteristics, and Comments and Suggestions sections of the instrument. Qualitative data were submitted to quantitative and holistic content analysis as well as value analysis. Results provide positive evidence to support the use of a less systematic approach to the content analysis of qualitative data obtained via instruments such as the one used in this study. Cost-effectiveness analysis provided a summary of the findings of the study in terms of cost, adequacy, and enhancement. Eight tables are provided. (TJH)

ED 294 912 TM 011 622

Mellenbergh, Gideon J.
Experimental Research on the Explanation of Item Bias.
PUB DATE- Apr 88
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Arithmetic; Cultural Differences; *Dutch; Elementary School Students; Foreign Countries; Grade 6; Intermediate Grades; Latent Trait Theory; Mathematics Tests; *Minority Groups; *Test Bias; Test Items; *Turkish
IDENTIFIERS- *Iterative Methods; *Moroccans

Item bias is defined as the dependence of item responses and group membership conditional on the value of the trait that the test is supposed to measure. The results of item bias detection methods based on this conditional definition and using a stepwise or iterative procedure appear to be adequate. In this paper, experimental studies in the Netherlands on the explanation of item bias are reported. For each of the 60 items of an arithmetic test, an assessment was made as to whether the item was biased between Dutch and Turkish/Moroccan students at the end of their sixth-grade year. Hypotheses were formulated to explain the bias. According to the hypotheses, biased items were modified to become less biased and unbiased items were modified to become more biased. The original and modified test versions were randomly administered to each of 169 students of Dutch origin and 93 students of Turkish or Moroccan origin. The statistical tests showed that the hypothesis was confirmed in only three of the 38 cases. (Author/TJH)

ED 294 941   UD 026 169

Walker, Jane; Levine, Daniel U.
The Inherent Impact of Non-Promoted Students on Reading Scores in a Big City Elementary School.
PUB DATE- Apr 88
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Failure; *Age Grade Placement; *Cohort Analysis; Elementary Education; *Grade Repetition; High Risk Students; Longitudinal Studies; Reading Achievement; Scores; *Slow Learners; *Student Promotion; Urban Education
IDENTIFIERS- Disaggregation (Data)

Many big cities have instituted systematic retention to replace social promotion policies. This study examined the extent to which retaining low achieving students in their current grade for an additional year has a built-in effect on the average reading scores for the grade in which they were retained and the grade they would have been promoted to. Reading achievement means were calculated with and without the inclusion of non-promoted students at one elementary school in Kansas City, Missouri. The analysis indicated that the achievement scores can increase in both the retention grade and the next higher grade when low achievers are not promoted. Some of the findings are spurious since they may reflect only continuing poor performance by the low achievers who were retained. Therefore, such assessments of achievement outcomes should disaggregate the scores of promoted and retained students and should include calculation of annual increase or decline for each group at each grade level. An important effect of retention was that teachers' opportunity for delivering effective instruction at a grade level was enhanced. Given the concern that exists regarding achievement levels in big city schools, decision makers should assess and consider the effects, both spurious and otherwise, of the promotion policies in these schools. Statistical tables are included. (VM)

ED 294 785 SO 018 754

Flinders, Neil J.
The Emergence of Custodialism.

PUB DATE- 82
NOTE- 13p.; Chapter 5 of the Proceedings of the Annual Meeting of the Far Western Philosophy of Education Society (30th, 1982).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Philosophy; Elementary Secondary Education; *Public Education; *Public Schools
IDENTIFIERS- *Custodial Approach

This paper explores the changing purposes of United States education from the colonial era to the 1980s. Current educational philosophy is described as rooted in custodialism, whose growth and development are explored through an assessment of: (1) the shifting foundations of public education; (2) neighborhood-centered, parent-directed, and professionally-assisted schools; (3) the roles of the home, church, and school; (4) public school development; and (5) changes affecting public schools. Custodialism is criticized for perceiving students as possessions instead of persons and is characterized as dominated by authority traits rather than service orientations. (JHP)

ED 294 865 SP 030 248

Obermeyer, Gary; Lee, Nancy
Staff Development for School Change: Growing into Schools of the Future.
PUB DATE- 22 Nov 85
NOTE- 22p.; Paper presented at a Meeting of the National Council of States on Inservice Education (Denver, CO, November 22, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Agents; Change Strategies; Elementary Secondary Education; *Program Development; Program Evaluation; *Program Implementation; *School Effectiveness; *Staff Development

Beginning with an analogy of today's schools as factories, this paper describes the conditions which make it both possible and imperative to transform schools. Examples are given of resources that may be used to support school-based changes, such as foundations, regional laboratories, professional associations, and universities. A model is offered for school-based change that is a formal approach to school improvement, focused at the school level, and designed to develop collaborative efforts in support of learning. It is pointed out that staff development will be centrally and critically important in creating the schools of the future. (JD)

ED 294 927 TM 011 694

Schoon, Craig G.; And Others
A Critique of Difficulty Estimation Methodologies in the Setting of Cut Points and a Discussion of an Alternative Methodology: The Direct Standard Setting Method.

PUB DATE- Apr 88
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cutting Scores; Difficulty Level; Estimation (Mathematics); *Item Analysis; *Licensing Examinations (Professions); Test Construction; Test Items; *Test Validity
IDENTIFIERS- *Direct Standard Setting Method

The determination of appropriate cut scores is a critical step in the development of licensing and certification examinations. Passing point methodologies based on the estimation of item difficulties are underlain by the estimation of the probability of a correct response to items by a hypothetically minimally competent candidate. The Angoff technique is typical of such methods. The use of such constructs as "minimally competent" and "probability of a correct response," however, in setting passing points is problematical. Little evidence exists concerning the utility of these constructs, and it is difficult to provide them with operational definitions or validate them against external criteria. As an alternative to these methods, a Direct Standard Setting Method has been developed upon the following bases: (1) emphasis on judges' estimation of required level of candidates' knowledge rather than probability of correct response; (2) development of a standard that provides the definition of the performance necessary for examinees to be certified; (3) an understanding by the judges that their ratings of questions will be translated into performance standards; and (4) a methodology that is easy to follow for judges from any profession. (TJH)

ED 294 848 SP 030 205

Plevin, Arlene
Education as a Career.
American Association for Counseling and Development, Alexandria, VA.; American School Counselor Association, Alexandria, VA.; National Education Association, Washington, D.C.

REPORT NO.- ISBN-0-8106-1462-6
PUB DATE- 88
NOTE- 58p.
AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT 06516 ($9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Career Choice; Elementary Secondary Education; *Employment Opportunities; Higher Education; *School Personnel; *Specialists; Teaching (Occupation)

Careers in education offer a unique kind of immediacy intensity, and intimacy. There is a need in this growing field for talented and committed people with a wide range of skills. Teaching, counseling, nurturing, instructing, sharing, growing--these verbs describe the nature of a career in education, regardless of the age of the learner with whom one is involved. Counselor, principal, tutor, vocational-education teacher, dental hygienist, transportation specialist, community relations aide, financial aid specialist, audiologist, ombudsman are only some of the many possibilities for employment in this field. This booklet describes the importance of education to the individual and to society, offers a rationale for choosing education as an occupation, discusses options available, and describes preparing for a career in education including future staffing needs. Listings of suggested resources and of possible careers in education are appended. (JD)

ED 294 881 TM 011 242

Lavine, Michael

Local Predictive Influence. Technical Report No. 503. November 1987.

Minnesota Univ., Minneapolis. School of Statistics.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, Md.
PUB DATE- Nov 87
NOTE- 17p.
GRANT- NIH-GM-25271
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bayesian Statistics; Equations (Mathematics); *Predictive Measurement; Sample Size; *Statistical Analysis
IDENTIFIERS- *Predictive Models

A specific application of a general paradigm described by R. D. Cook (1986) and R. McCulloch (1985) in assessing local influence is given. Snow geese flock size is estimated as "X" by an observer and "Y" by a photograph. "Y" is believed to be the true flock size. The problem is to obtain true flock size "Z" for flocks not photographed but with a size estimated as "W" by the same observer. Predictive distribution of flock sizes is discussed. Four sample graphs or plots of data are presented. (SLD)

ED 294 955 UD 026 183

Cooper, Eric; And Others

The Role of Testing and Evaluation.

California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 87
NOTE- 104p.; In: Making Schools Work for Underachieving Minority Students: Next Steps for Research, Policy, and Practice. Proceedings of the Conference, see UD 026 176.
GRANT- OERI-G-86-90003
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Achievement Tests; Computer Assisted Testing; Data Collection; *Educational Improvement; *Educational Testing; Elementary Secondary Education; Equal Education; Limited English Speaking; Lower Class Students; Minimum Competency Testing; *Minority Group Children; *Program Evaluation; Research Utilization; School Effectiveness; Social Attitudes; Teacher Education; Test Construction; Test Interpretation; Underachievement; Urban Education
IDENTIFIERS- Fairfax County Schools VA; Portland School District OR

A group of seven conference papers, all dealing with the role of testing and evaluation in the schools, is presented in this document. The papers are as follows: (1) "Framework for Effective Schools" (Eric Cooper), which identifies indicators of efficacy, quality, and equity; (2) "Quality Indicators for Monitoring Equity" (Ramsay Selden), which calls for a reform of data collection on how schools are functioning for underachieving minorities; (3) "Persistence and Patience" (Todd Endo), which discusses the development and evaluation of the Fairfax County (Virginia) Public Schools' minority students' achievement plan; (4) "Monitoring and Improving School Learning" (Walter Hathaway), which discusses improvements in achievement testing and test results made by the Portland, Oregon, school district; (5) "The Need to Assess Multiple Crucial Components in Evaluating Programs" (Daniel Levine), which illustrates the importance of attending to multiple components of effective programs and determining how they may improve instruction for disadvantaged minority students; (6) "Some Thoughts on How Testing and Evaluation Can Improve Educational Opportunities for Underachieving Minorities" (Ernesto M. Bernal), which suggests that evaluation and testing can improve programs for underachieving minority students by documenting progress; and (7) "Results from Using the WICAT Learning Solution for Underachieving Minority Students" (James B. Olsen). Some of the papers contain data tables and figures, and/or include lists of references. (BJV)

ED 294 786 SO 018 755

Freedom of Speech: Where To Draw the Line. National Issues Forums.

Domestic Policy Association, Dayton, OH.; Public Agenda Foundation, New York, NY.

PUB DATE- 87
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Citizen Participation; *Civil Liberties; *Civil Rights; *Constitutional Law; *Democracy; *Freedom of Speech; Secondary Education; Social Studies

The goal of community forums is to stimulate and sustain citizen dialogue about public issues. Topical issues and controversies are used to explore the issue of freedom of expression. The discussion is framed around three different views. Those comprising the first view believe that the balance has swung too far toward unlimited freedom and that words and pictures can cause serious physical, moral, and social harm. Although these people differ on what kinds of speech should be curtailed, they all agree that some additional restriction on freedom of expression are appropriate. Proponents of a second point of view hold that adults need not be protected from controversial or offensive images. But they are concerned about the effects of certain materials on minors. They believe that adults have the judgment not to be swayed by extremist rhetoric, prurient stories, or blatant stereotypes. To them, the only appropriate action for government is to erect certain barriers so that young people are not exposed to objectionable messages. A third viewpoint would apply Justice Holmes' "clear and present danger" rule quite strictly. Even forms of expression that many people find offensive must be tolerated. Their solution to the problem of offensive ideas is to combat them with preferred ideas. More speech, they conclude, is always better than less. (SM)

ED 294 801 SO 019 091

Thomas, Graham
Teaching about China in Secondary Schools in Western Europe: Report. Proceedings of the European Teachers' Seminar (22nd, Donaueschingen, West Germany, November 7-12, 1983).
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT(84)2-E
PUB DATE- 13 Mar 84
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Asian History; *Chinese Culture; *Cross Cultural Studies; *Cultural Awareness; *Curriculum Design; Foreign Countries; Ideography; Non Western Civilization; Secondary Education

IDENTIFIERS- *China

This document discusses a rationale and alternative strategies for teaching about China. Topics include China as: (1) a communist nation; (2) as a developing economic and political power; (3) as a country with a rich historical and traditional culture; and (4) as a powerful contrast to Eurocentrism. Ideas and institutions are suggested as a core for course planning and development. Outlines for classroom topics such as: (1) the nation, (2) the family, (3) education, (4) social relationships, and (5) China in the classroom are described. Topics of discussion of the conference working groups included lesson plans for teaching about Chinese language, culture, art, and history, Chinese youth and leisure activities. One group discussed the goals of such a course and how to achieve them in a planned segment of eight classroom hours. A list of materials for use in designing a module for teaching about China for grades 8 through 12 is provided. (NL)

ED 294 832 SP 030 015

Joels, Rosie Webb
A Follow-up Study of Selected Graduates from the College of Education University of Central Florida: Final Report (#85-2).
SPONS. AGENCY- University of Central Florida, Orlando.
PUB DATE- Aug 85
NOTE- 68p.; For related document, see ED 266 087.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Students; *Education Majors; *Followup Studies; Higher Education; Program Attitudes; Program Effectiveness; *Program Evaluation; Questionnaires; Schools of Education; *Student Attitudes; Student Teaching; *Teacher Education Programs

Education graduates from the University of Central Florida who received degrees between December, 1980, and August, 1983, participated in this follow-up study evaluating their preparation for teaching. The student teaching experience was rated most highly, as was specialization preparation. Foundation courses were perceived as weaker. Of foundation topics, the most highly rated were motivating students and classroom management and discipline. Among nine elementary education subject areas, mathematics, reading, and language arts were rated most highly in instructional competence and importance. Secondary education majors rated courses within the College of Education (COE) and courses outside the COE. English and language arts had the highest rating for courses in the COE and mathematics had the highest rating for courses outside the COE. The questionnaire is appended which contained demographic information, perceptions of academic advising, and future career plans, in the last section. (JD)

ED 294 866 SP 030 266

Stinson, Sue
Dance for Young Children. Finding the Magic in Movement.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Dance Association.
REPORT NO.- ISBN-0-88314-381-X
PUB DATE- 88
NOTE- 173p.
AVAILABLE FROM- Publications Department, AAHPERD, 1900 Assocation Drive, Reston, VA 22091 ($9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childrens Literature; *Class Activities; Classroom Techniques; *Curriculum Development; *Dance; Educational Resources; Instructional Materials; *Movement Education; Preschool Education; Young Children

The purpose of the book is to help teachers develop an understanding of dance in the preschool setting, sense when dance can be a natural extension of classroom activity, and develop skill in planning and leading meaningful dance experiences. The first chapter of this book discusses what dance in preschool education is about and its importance for young children. In the second chapter, the content of movement is presented; these elements are the building blocks from which dance activities are created and provide reference points for developing ideas into class activities. The third chapter discusses general preparation for dance activities, and chapter 4 offers a step-by-step description of the process of developing an idea into a class session. Chapters 5 and 6 discuss the reality of teaching a dance class, and the final two chapters give suggestions for adapting material to particular groups--the very young, the handicapped, and parent-child groups. The appendixes include resources and strategies for recorded music, ideas for use in lessons, children's literature, sample original stories, sample lesson on a specific movement theme: curved and angular lines, and suggested resources for further reading. (JD)

ED 294 897 TM 011 533

Reynolds, Arthur J.; Bezruczko, Nikolaus
Assessing the Construct Validity of a Life Skills Competency Test.
PUB DATE- Apr 88
NOTE- 21p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 6-8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; *Construct Validity; *Daily Living Skills; Elementary School Students; Grade 8; Junior High Schools; Mathematics Tests; *Minimum Competency Testing; Multiple Choice Tests; Reading Tests; Standardized Tests; Urban Environment
IDENTIFIERS- *Chicago Minimum Proficiency Skills Test

The proliferation of minimum competency testing in recent years has not resulted in a critical analysis of the construct validity of such tests. The present study examined the dimensionality and construct validity of an urban life skills competency test (the 1987 eighth-grade Chicago Minimum Proficiency Skills Test (MPST) via linear analysis. The MPST is a 63-item multiple choice test. Three computerized random samples of 880, 879, and 879 Chicago public elementary school students (Grade 8) were selected for analysis. Results of a double cross-validation factor analysis identified one factor underlying performance on the test. This factor was stable across three independent samples. This derived factor was highly correlated with reading and math sub-tests of the Iowa Test of Basic Skills. Thus, life skills competency tests may not be operationally different than traditional achievement tests. Additional validity studies are needed. Four tables are included. (Author/TJH)

ED 294 913 TM 011 624

Marcelo, Carlos
Research on Psychosocial Environment Evaluation at University Classrooms: Adaptation of C.U.C.E.I. to the Spanish Educational Context.
PUB DATE- Apr 88
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). Some tables contain smudged print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Environment; *College Environment; College Students; *Educational Environment; Evaluation Methods; Foreign Countries; Higher Education; *Test Validity
IDENTIFIERS- *College University Classroom Environment Inventory; Psychosocial Factors; Universidad de Sevilla (Spain)

The College and University Classroom Environment Instrument (CUCEI) was adapted and validated for the educational context in Spain through use at the University of Seville. The seven scales of the CUCEI are: (1) Personalization; (2) Involvement; (3) Student Cohesiveness; (4) Satisfaction; (5) Task Orientation; (6) Innovation; and (7) Individualization. When given to 200 university students in six fields of study, acceptable rates of validation were found for all scales except Involvement. The instrument did distinguish between the fields of study for six of seven scales. The CUCEI was established as an efficient instrument for diagnosis of classroom environment and for use in projected case studies. Numerous graphs chart the performance for each field of study. (SLD)

ED 294 942 UD 026 170

Castenell, Louis A.

The New South as Curriculum: Implications for Understanding Southern Race Relations.

PUB DATE- 5 Apr 88
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Blacks; *Educational Change; Elementary Secondary Education; *History Textbooks; Instructional Materials; Racial Relations; *Regional Attitudes; Slavery; *Social Change; Textbook Bias; *Whites
IDENTIFIERS- *United States (South)

The culture of the southern United States is examined in the context of its effects on race relations and how it is portrayed in curriculum. Many of the southern racial tragedies of the past are still unresolved and this is reflected in schools as they teach about the South. Since schools are dependent on published materials to teach classes, and since there is wide variation in how these materials treat topics such as slavery, no common picture of southern culture is being given. For significant social change to occur, black and white students need a new curriculum free of distortions. The new South is fundamentally different from the old South in that there is a redistribution of economic and political resources. In some instances scholars of the American South are redefining southern culture to incorporate the experiences of blacks and other ethnic groups. This must be reflected in texts and other educational materials. More research is needed to investigate how culture can mitigate learning or serve as a vehicle for liberation. (VM)

ED 294 969 UD 026 197

Keith, Steven N.; And Others
Assessing the Outcome of Affirmative Action in Medical Schools. A Study of the Class of 1975.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- Commonwealth Fund, New York, N.Y.
REPORT NO.- RAND-R-3481-CWF
PUB DATE- Aug 87
NOTE- 58p.
AVAILABLE FROM- Publications Department, The RAND Corporation, 1700 Main St., Santa Monica, CA 90406-2138 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Affirmative Action; Black Students; Certification; Ethnic Bias; Higher Education; *Medical Education; Medical Schools; *Medical Students; *Minority Groups; *Physicians; Racial Bias; Specialization; Whites

Affirmative action programs in U.S. medical schools have facilitated the entry and graduation of ethnic minority students. The number of Black physicians has doubled over the past decade. There have been even greater proportional increases in the number of Mexican-American, mainland Puerto Rican and Native American physicians. There is some question about whether or not these minority physicians are fulfilling other outcomes of affirmative action, such as choosing the primary care specialties, caring for minority patients, and practicing in areas where there is a shortage of physicians. This study compared Black, Mexican-American, mainland Puerto Rican, and Native American medical school graduates with their nonminority counterparts on affirmative action outcomes. The results include the following: (1) the minority graduates chose to specialize in primary care to a greater extent than nonminorities; (2) minority graduates practice in physician shortage areas at twice the rate of the nonminority graduates; (3) minority graduates are caring for significantly greater proportions of ethnic minority patients and patients supported by Medicaid; (4) a smaller proportion of minority graduates entered academic medicine; and (5) only about one-half of minority graduates had obtained board certification in their specialty compared to four-fifths of the nonminority graduates. In general, the results support the continuance of affirmative action in medical schools. The disparity in board certification should provide increased motivation to improve the early academic preparation of minority students. Statistical data are presented on 29 tables. A 38-item bibliography is included. (Author/VM)

ED 294 817   SO 019 211

Suggested Learner Outcomes: Language Arts, Math, Reading, Science, Social Studies. Grades 1-8. 2nd Edition.

Oklahoma State Dept. of Education, Oklahoma City. Curriculum Div.

PUB DATE- 86
NOTE- 156p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Junior High Schools; Language Arts; Mathematics; Middle Schools; *Outcomes of Education; Reading; Science Education; *Social Studies
IDENTIFIERS- *Oklahoma

In an effort to establish clear goals and objectives for helping students achieve desired outcomes, this guide provides learner outcomes for programs in language arts, mathematics, reading, science, and social studies at grade levels 1-8. Many learner outcomes are accompanied by a descriptive statement. Learner outcomes are explicated in the language arts program for spelling, handwriting, composition, grammar, literature, speaking, and listening. The basis for the learner outcomes in the mathematics program are directed toward the development of problem solving capacity on the part of the student. The reading program learner outcomes outline the necessary skills to form the reading process. Learner outcomes provided for the areas of the science program include: (1) general science, (2) life science, (3) earth science, and (4) physical science. The learner outcomes and descriptive statements presented for social studies are closely aligned with current efforts to establish greater accountability for students' progress. Major concepts in the social studies curriculum include space, process, change, time, interdependence, and human rights. (SM)

ED 294 849 SP 030 207

Arfin, David M.
The Use of Financial Aid To Attract Talented Students to Teaching: Lessons from Other Fields. Report for the California Commission on the Teaching Profession.
PUB DATE- Aug 85
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Gifted; *Grants; Higher Education; *Scholarships; *Student Financial Aid; *Student Recruitment; *Teacher Education Programs

Examples from other career fields are discussed in the light of the feasibility of using various kinds of financial incentives for recruiting talented students into teaching. Three primary categories of student financial aid are examined: loans, grants, and sponsored employment. Descriptions are given of four public service programs using these forms of aid in the fields of the health professions, the military, law enforcement, and the National Defense Education Act. All of these programs use either loan forgiveness or service-payback financial aid. A brief description is given of some of the advantages and disadvantages of grants, low-interest loans, and sponsored employment programs. It is pointed out that education policymakers can learn a great deal from prior use of financial aid as a recruiting device, and that although recruitment issues for the teaching profession are unique, patterns in targeted financial aid recur. The final two sections of this paper review these findings, offer guidelines for future financial aid programs, and provide recommendations for programs designed to recruit talented persons into teaching. (JD)

ED 294 882 TM 011 243

Statistical Abstract 1985-86. Dade County Public Schools.
Dade County Public Schools, Miami, FL. Office of Educational Accountability.

PUB DATE- Jun 86
NOTE- 161p.; For a related document, see ED 256 818.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Achievement Tests; *Comparative Analysis; Elementary Secondary Education; Expenditure per Student; *Institutional Characteristics; *Program Evaluation; Public Schools; School Districts; School District Spending; School Personnel; *School Statistics; Statistical Studies; Student Characteristics
IDENTIFIERS- *Dade County Public Schools FL

Combining and consolidating statistical reports published separately prior to 1983-84, this document presents statistical information on the status of public education in Dade County, Florida, in terms of organization, educational programs and services, achievement, and other outcomes of schooling. Multi-year statistics on student population, personnel, and staff finances are included. A summary of program evaluations conducted by the Office of Educational Accountability during 1985 is presented. The document, a companion to "District School Profiles 1985-86," gives an overview and means of comparison between Dade County and the 20 largest school districts in the United States. (SLD)

ED 294 928 TM 011 698

Galligani, Dennis J.
School/College Partnerships to Enhance Curriculum: A Statewide Qualitative Evaluation.
PUB DATE- Apr 88
NOTE- 63p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988); Appendices A and C contain small/smudged print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrative Organization; College Faculty; *College Preparation; *Cooperative Programs; Curriculum Development; *Curriculum Enrichment; Higher Education; *Institutional Cooperation; Program Evaluation; Qualitative Research; Secondary Education; Secondary School Curriculum; Secondary School Teachers; State Programs
IDENTIFIERS- *California Academic Partnership Program

In the summer of 1987, a qualitative evaluation report was published regarding the outcomes from 20 school/college partnership projects for enhancement of college preparatory curricula sponsored by the California Academic Partnership Program (CAPP) between 1984 and 1987. Most CAPP projects involve college and university faculty working together with junior high and high school teachers in curriculum development, which is designed to provide students with skills and information needed for their success in college. This paper: (1) describes a qualitative approach to evaluate the effectiveness of school/college partnership curriculum enhancement efforts; (2) describes the findings and recommendations of the qualitative evaluation report; and (3) assesses the impact of the evaluation report on the development of seven new school/college partnership efforts that began in the summer of 1987. Findings indicate means by which the 20 project directors indicated that curriculum enhancement projects could best be enhanced. Specifically, the results suggest answers to questions concerning characteristics that make an effective partnership for curriculum enhancement, optimal administrative structures, promotion of post-secondary faculty working with schools, incentives for inter-institutional cooperation, targeting of academic preparation efforts for underrepresented students, and unintended outcomes of partnership projects. Appendixes include a transcript of relevant legislation, a list of CAPP projects, a chart of CAPP project characteristics; a plan for evaluation sessions; and a copy of the survey instrument used in the study. (TJH)

ED 294 787 SO 018 765

Gore, Deborah, Ed.
The Civil War and Iowa.
Iowa State Historical Dept., Iowa City.
PUB DATE- Nov 87
NOTE- 33p.; For related document, see ED 286 778 and ED 282 807.
AVAILABLE FROM- State Historical Society of Iowa, 402 Iowa Avenue, Iowa City, IA 52240 ($5.00 single copy rate; $25.00 classroom rate).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Collected Works - Serials (022)
DESCRIPTORS- *Civil War (United States); Economic Change; Elementary Education; Political Influences; Social Change; Social History; Social Studies; *State History; United States History
IDENTIFIERS- *Iowa

This journal issue explores Iowa's participation in the U.S. Civil War and primarily focuses on what happened to the men, women, and children who remained at home. A number of social, political, and economic changes are examined, including: (1) the increased responsibilities of women and children; (2) the growth of abolitionism; (3) the role of the Peace Democrats (copperheads); (4) debates about slavery and suffrage; and (5) economic and technological growth. Sharon Wood features women's domestic contributions to the war effort in "Changed Families," and excerpts of one couple's letters, written to each other during the Civil War, are presented, along with samples of newspaper editorials.

Victoria Carlson chronicles the social reform efforts of one woman in "Annie Wittenmyer," and Chris Annicella describes a 16-year-old drummer boy's adventures in "Escape!" The arrest of a newspaper editor for criticizing President Lincoln's actions is highlighted. Pictures, maps, games, and activities are included. (JHP)

ED 294 802 SO 019 097

Merrick, Thomas W.; Tordella, Stephen J.
Demographics: People and Markets.
Population Reference Bureau, Inc., Washington, D.C.
PUB DATE- Feb 88
NOTE- 53p.
AVAILABLE FROM- Population Reference Bureau, Inc., Circulation Department, 777 14th Street, N.W., Washington, DC 20005.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Data Collection; *Demography; *Geographic Distribution; Population Distribution; Population Growth; Population Trends; Residential Patterns
IDENTIFIERS- *Demographic Projections

Population shifts directly affect the bottom line, so the basics of demography are now basic to business as well. Demographics combine demographic data with socioeconomic and geographic factors to help business and other managers know the market for the goods and services they offer. This guide explains market, product, and site analyses, discusses data sources and resources, and includes case studies involving the General Motors Corporation, Bell Atlantic, the Country Mart in Omaha, Nebraska, and Market Statistics, Inc. Post-war population trends have had an enormous impact on consumer and labor markets, bringing home to business the importance of taking advantage of demographic shifts. The baby boom created a 75-million-person "bulge" in U.S. age structure which affected school systems, housing, and the job market. Another shift is that households have been growing more rapidly than the population, with individuals living alone and childless couples contributing much of the growth. Geographic patterns of regional distribution have also altered, with the South and West accounting for most of the U.S. population increase. Advances in computerized access to data describing these changes and increased consciousness of their economic significance have spurred the application of demographic knowledge by managers and the growth of the demographic information industry. This document describes the resources and methods of demographics, including the creation and use of demographic data products. (SM)

ED 294 833 SP 030 049

Hatfield, Robert
A Conceptual Perspective of Teacher Education Programs.
PUB DATE- Feb 88
NOTE- 38p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (San Diego, CA, February 13-17, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission Criteria; Educational Change; Governance; Higher Education; *Professional Development; *Program Development; *Program Evaluation; *Teacher Education Curriculum; *Teacher Education Programs; Teacher Educators

This model for a conceptual structure of teacher education programs is intended to codify and accumulate aspects of knowledge related to teacher education programs, and to identify available studies on the topic as well as to note problems that need further investigation. It seeks to provide an understanding of the dynamics and interactions of various program elements across all program areas. The model reflects a set of major elements which constitute the multiple dimensions of a teacher education program. These major elements include: (1) administration and resources for teacher education programs; (2) admission and certification of teacher candidates; (3) development and evaluation of teacher education programs; (4) teacher education curricular goals and content; (5) professional development and induction of teachers; and (6) instructional practices used by teacher educators. Current studies related to each of these elements are reviewed to provide examples and meaning for each area and illustrate how the model reflects a comprehensive framework for developing effective teacher education programs. A 94-item reference list is included. (JD)

ED 294 898 TM 011 549

Shannon, Gregory A.

Usefulness of Score Interpretive Information for Examinees Who Fail Criterion-Referenced Tests.

SPONS. AGENCY- Educational Testing Service, Princeton, NJ. Office of Corporate Quality Assurance.

PUB DATE- Apr 86

NOTE- 93p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1986); For a related document, see TM 011 550.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Criterion Referenced Tests; Failure; *Feedback; *Scoring; *Test Interpretation

IDENTIFIERS- Educational Testing Service

The types of test score interpretive information considered useful to failing examinees were studied through interviews with Educational Testing Service (ETS) staff members. Research literature on interpretive information for failing test takers was reviewed, and procedures currently used at ETS were determined. Managers of 23 testing programs commented on score information currently provided. First among suggestions for improvement were tightening definitions of test content areas and developing content area scores consistent with total score results. Some examples of score interpretive information are included. Appendices include the project managers' interview questionnaire and a bibliography. (SLD)

ED 294 914 TM 011 631

Adey, Phillip; Shayer, Michael
Accelerating the Development of Formal Thinking in Middle and High School Students.
PUB DATE- 23 Mar 88
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Age Differences; Cognitive Processes; *Developmental Stages; Elementary Secondary Education; Foreign Countries; *Formal Operations; *High School Students; *Junior High School Students; Middle Schools; *Piagetian Theory; Schemata (Cognition); Science Instruction
IDENTIFIERS- United Kingdom

In an attempt to accelerate the development of formal operations in average young adolescents, up to 30 intervention lessons relating to all formal schemata were given by science teachers, over a period of 2 years, to classes in eight British schools. Boys starting the program aged 12 years-plus showed a pre-test, post-test effect size on Piagetian tests of 0.89 standard deviation compared with control classes; this represents a mean change from the 49th to the 26th percentile in terms of British norms for the development of operational thinking. Middle school students and girls of 12 years-plus did not show greater gains than controls. Gains were shown by girls in one 11 years-plus class and two laboratory classes for the same age group. In one school, gains were maintained for one year after the program ended. There were no effects on tests of science achievement during the intervention. It is concluded that in-service training designed to enable teachers to adapt to the students' increased operational thinking capacity should accompany the interventions. Six tables and four figures are included. (SLD)

ED 294 956 UD 026 184

Cota-Robles, Eugene; Doby, Winston
Collaborative Arrangements.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 87
NOTE- 9p.; In: Making Schools Work for Underachieving Minority Students: Next Steps for Research, Policy, and Practice. Proceedings of the Conference, see UD 026 176.
GRANT- OERI-G-86-90003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Black Students; Community Programs; *Cooperative Programs; *Educational Improvement; Elementary Secondary Education; Equal Education; Hispanic Americans; Institutional Cooperation; Limited English Speaking; *Minority Group Children; *Program Development; School Business Relationship; *School Community Relationship; Underachievement;

Urban Education
IDENTIFIERS- *California; *Collaboratives; Empowerment

Two conference papers describing various collaborative arrangements within the educational community among teachers, students and others are presented in this document. The first paper, "Successful Collaborations" (Eugene Cota-Robles), describes the following projects in California that seek to forge collaborations to improve the education of minority students: (1) MESA--mathematics, engineering, science, and achievement, initiated at the School of Engineering at the University of California, Berkeley; (2) the California Writing Project; (3) the California Mathematics Project; (4) the linguistic minority project; (5) the Black Eligibility Study; (6) PUENTE, which uses mentors from the Hispanic community to advise both students and counselors at community colleges; and (7) Project TEAMS--Teaching Excellence and Achievemennt in Minority Schools. In the second paper, "Forging Collaborations" (Winston Doby), education is described as a team sport: successful collaborations can produce a synergistic effect, whereby the whole is greater than the sum of its parts. (BJV)

ED 294 970 UD 026 198

Williams, Linda Meyer
Race and Rape: The Black Woman as Legitimate Victim.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- 86
NOTE- 36p.
GRANT- NIMH-MH15161
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Blacks; Equal Protection; *Females; Feminism; Law Enforcement; Legal Aid; Mythology; *Racial Bias; *Rape; *Sex Bias; Sexuality; *Victims of Crime

Scientific investigations of the relationship between race and rape have been flawed by the acceptance of official statistics and have been influenced by prevailing myths about rape and race. This paper proposes a theoretical framework for understanding rape and race. The thesis is presented that only the black victim of sexual assault is viewed by society as a legitimate victim. The society is able to neutralize such assaults against black victims by denying the responsibility of the perpetrator, denying that the black woman was injured by the assault, and denying that such assaults constitute victimization of black women. Historically, this has been supported by the legal system which treats white and black rape victims differently. Public reports, serious treatment in court, criminal charges, and court sentences are less common when black women are raped. Further research is recommended to explore the impact of slavery on the victimization of black females and the influence of the patriarchal system in legitimizing the victimization of all women. New models must be developed for understanding all categories of race and rape. Statistical information and references are provided. (Author/VM)

ED 294 818 SO 019 212

Sheehan, Bernard W., Ed.; And Others
The Northwest Ordinance. A Special Issue.
Indiana Historical Society, Indianapolis.; Indiana Univ., Bloomington. Dept. of History.
PUB DATE- Mar 88
NOTE- 124p.; Some colored illustrations may not reproduce well.
AVAILABLE FROM- Indiana Magazine of History, Ballantine Hall 742, Indiana University, Bloomington, IN 47405 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- History Instruction; *Social Studies; State History; *United States History
IDENTIFIERS- *Northwest Ordinance 1787; Washington (George)

Eight articles discuss different aspects of the Northwest ordinances. W. W. Abbot emphasizes George Washington's enduring, complex, and deep involvement with the west and its land. Robert V. Remini points out the value of the Articles of Confederation by emphasizing that it was the Congress under the Articles that passed the Northwest Ordinance. The amendments of the ordinances of the 1780s and patterns of early settlement in the Northwest Territory are highlighted by Rowland Berthoff; Malcolm J. Rohrbough discusses the fact that land was a central theme in U.S. life from the early 17th century to the middle of the 19th century. Carl F. Kaestle focuses on the Northwest ordinances as the founding documents of public education in the old northwest. The significance of excluding slavery from the old northwest in 1787 is elucidated by David Brion Davis. Robert F. Berkhofer, Jr. shows that the Northwest Ordinance promoted a novel principle by allowing new territories to achieve full statehood upon admission to the union. George W. Geib reviews a traveling exhibit, "Liberty's Legacy," that toured each of the six states in the old northwest. (SM)

ED 294 867 SP 030 268

NAGWS Volleyball Guide 1988. Official Rules & Interpretations/Officiating.

American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Association for Girls and Women in Sport.

REPORT NO.- ISBN-0-88314-399-2
PUB DATE- 88
NOTE- 199p.
AVAILABLE FROM- American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) Publications, P.O. Box 704, 44 Industrial Park Circle, Waldorf, MD 20601 ($5.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Athletic Coaches; Athletics; Recreational Activities;

*Team Sports; *Volleyball; *Womens Athletics

This National Association for Girls and Women in Sport (NAGWS) handbook sets forth the official rules and interpretations for women's interscholastic and collegiate volleyball for 1988-89. No major changes have been made in this issue. A check or underlining is used to denote clarifications, and/or the addition of experimental rules and some minor changes. A section is included on officiating mechanics and techniques. (JD)

ED 294 883 TM 011 250

Weil, Kathryn
New Mexico High School Proficiency Examination (NMHSPE), 1985-86. District Report.
Albuquerque Public Schools, N. Mex.
PUB DATE- Oct 86
NOTE- 46p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Basic Skills; Grade 10; Grade 11; Grade 12; Graduation Requirements; High Schools; *High School Students; *Minimum Competency Testing; *State Surveys; *Testing Programs; Test Results; Writing Skills
IDENTIFIERS- New Mexico High School Proficiency Examination

The New Mexico High School Proficiency Examination (NMHSPE) assesses the extent to which New Mexico students have mastered the skills and knowledge specified on the New Mexico Basic Skills Plan. The test includes an objective portion and a writing assessment. A student passing both sections receives a diploma endorsement from the State Department of Education. Students who fail one or both sections of the examination may re-take either or both sections in the junior or senior year. A Rasch scale score of 523 was the minimum passing score, achieved by 94% of the students in Grade 10 and 86% of those in Grade 11. Those taking the examination in Grades 11 and 12 took it to make up for previous failures. The Writing Appraisal was scored with holistic scoring methods by a committee of teachers. In Grade 10, 95% of the students passed the writing section; 88% of students from Grade 11 passed it. The percentage passing the writing skills appraisal has been relatively consistent from 1984 to 1985, but there was a slight drop in performance on the objective portion when compared to the previous year. Goals and objectives of the NMHSPE, item descriptors of the objective portion of the NMHSPE, and a teachers' assignment for evaluating student writing skills are appended. (SLD)

ED 294 943 UD 026 171

Timm, Joan S.
Cultural Bias in Children's Storybooks: Implications for Education.
PUB DATE- 30 Mar 88
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Discrimination; *Childrens Literature; Cultural Differences; Elementary Education; Instructional Materials; *Racial Bias; *Sex Bias; *Stereotypes; *Textbook Bias; Tokenism

This study addresses concern about bias in educational materials for elementary school pupils. Children's storybooks were examined for the appearance of biases across the cultural categories of race, ethnicity, gender, age, socioeconomic level, religion, and environmental background. These biases included stereotyping, invisibility (omission of certain groups), imbalance, linguistic form, unreality, and fragmentation. A total of 727 cases of bias were found in 167 storybooks, with distinct variations in frequencies across both bias categories and cultural groups. Stereotyping and invisibility were most prevalent among bias categories. Gender, race, and ethnic discrimination were the most prevalent types. When the results of the study are considered as a whole, the educational lesson is that members of different cultural groups have limited opportunities and that they are not viewed as being equally valued by the society. In order to teach more constructing all forms of bias should be taken into account when teachers select reading materials for their pupils. (Author/VM)

ED 294 850 SP 030 208

The Carnegie Call for Reform: A Second Wave for North Carolina? Proceedings Report.

Public School Forum of North Carolina, Raleigh.

SPONS. AGENCY- Carnegie Forum on Education and the Economy, Washington, DC.; North Carolina State Board of Education, Raleigh.; Southeastern Educational Improvement Lab., Research Triangle Park, NC.

PUB DATE- 88

NOTE- 34p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Educational Change; *Educational Economics; *Improvement Programs; *Professional Recognition; Program Development; School Business Relationship; *School Effectiveness; State Action; Teaching (Occupation)

IDENTIFIERS- *Nation Prepared (A); *North Carolina

This document contains the proceedings of a two-day forum held in North Carolina that was designed to give individuals in education, government, and business, who would be involved in implementing the recommendations of the Carnegie Task Force, the opportunity to freely analyze and debate the teaching profession. The first address was presented by John C. Taylor, 3rd, who reviewed the economic considerations underlying the call for educational reform. The second address, by Marc S. Tucker, offered an overview of the Carnegie recommendations. Following each address, statements are made on the content of the paper and how the issues raised impact upon school reform and improvement in North Carolina. Reactions from North Carolina educators to the Carnegie recommendations are synthesized in reports on the conference panel discussions. (JD)

ED 294 929 TM 011 699

Allen, Nancy L.; Dunbar, Stephen B.
Standard Errors of Correlations Adjusted for Incidental Selection.
PUB DATE- Apr 88
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Simulation; *Correlation; *Error of Measurement; Matrices; *Statistical Bias; *Test Validity
IDENTIFIERS- *Nonrandom Selection

A recurring problem in educational research is how to account for non-random selection that has restricted the range of the variables of interest in correlational analyses. Several expressions due to H. Pearson (1903) and presented in matrix notation by D. N. Lawley (1943-44) are commonly used in selection settings to adjust for samples chosen on the basis of a direct selection variable. When validity evidence is provided for tests used to select applicants or for tests administered to examinees selected for some other reasons, correlations are often used. On the basis of this study, two suggestions can be made to practitioners using the Pearson-Lawley adjustments in these settings. The first is a recommendation for the use of the estimates for the standard error of the adjusted correlations. The second is a warning concerning the use of an adjusted correlation without reporting an estimate of its standard error. Since these suggestions are made in the context of an exact fit of the data to the Pearson-Lawley assumptions of linearity and homogeneity of variance, they indicate "best case" results for real data that may not fit the assumptions exactly. A computer simulation contributed new information about standard errors of adjusted correlations in three areas. Nine tables are included. (TJH)

ED 294 788 SO 018 773

Snook, Helen B.

Resources for Teaching Virginia Government.

Charlottesville City Schools, Va.; Virginia Univ., Charlottesville. Inst. of Government.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Oct 86
NOTE- 515p.
AVAILABLE FROM- Center for Public Service, Institute of Government, 207 Minor Hall, University of Virginia, Charlottesville, VA 22903 ($16.00).
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Government (Administrative Body); Grade 12; High Schools; *Instruction; Instructional Materials; *Local Government; *Resource Materials; Secondary Education; Social Studies; *State Government; Teaching Guides; Units of Study
IDENTIFIERS- *Virginia

This resource notebook contains information and unit planning ideas for teachers, class activities, and student materials that can be used for teaching a 12th grade course about Virginia state and local governments. Section A features: (1) information about how to use these materials and how to find time to teach about Virginia government; (2) a student survey and materials on student class participation; (3) 28 sources of free or low-cost reference materials; (4) a 138-item bibliography; and (5) research questions and a list of student report topics. Section B contains resources and activities to develop an understanding of Virginia's physical geography, population, and economics, while Section C highlights reapportionment and Virginia's political and economic history. Section D presents information for teaching about politics and elections, and Section E examines the Virginia legislature through the implementation of a model general assembly. Virginia state and local taxes are considered in Section F; local government powers and structures are explored in Section G, and Section H describes Virginia's water resources. Pictures, maps, tables, charts, and graphs are included. (JHP)

ED 294 803 SO 019 098

Geography Education. Examining the Issue of Geography Education in Our Schools To Get a Better Understanding of What Needs To Be Done To Improve Students' Knowledge about the World. Hearing before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources. United States Senate, One Hundredth Congress, First Session (October 29, 1987).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-Hrg-100-144

PUB DATE- 88

NOTE- 115p.; Portions contain small print.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Elementary Secondary Education; *Geography Instruction; *Primary Sources; Social Science Research; *Social Studies

Recently, a United Nations study of 30,000 10- to 14-year-olds in nine countries ranked U.S. students next-to-last in their comprehension of foreign culture. Senator Robert Stafford of Vermont pointed out that the impressive array of witnesses before the committee indicated the need to increase geography literacy among young people. Senator Claiborne Pell of Rhode Island announced that he, Senator Stafford, and New Jersey Senator Bill Bradley were introducing an amendment to provide teacher training and retraining in history and geography. Admiral Bobby Ray Inman stated that if the country cannot upgrade the quality of education, it is doomed for a continued downward slide. Warren E. Burger, former Chief Justice of the U.S. Supreme Court, stated that geography and history are so interrelated that they cannot be logically separated. William J. Bennett, Secretary of the U.S. Department of Education, noted that in his visits to U.S. public schools, he was struck by the absence of maps in many classrooms. Senator Bill Bradley stressed that a fuller appreciation of the nation's history comes when a map of the United States is used. Other participants before the committee included Ronald Abler of the National Science Foundation, Gilbert M. Grosvenor, president National Geographic Society, Nancy Nakayama, of the University of California, Congressman Leon E. Panetta, Senator Paul Simon, Steven Herman (a 7th grade geography teacher), Magda Marshall (a high school junior) and Jeremy Gruenwald (a 6th grade student). Prepared statements of speakers are included. (SM)

ED 294 834 SP 030 050

Dupuis, Mary M.
The Status of Teacher Education in Pennsylvania, 1987.
PUB DATE- 5 Nov 87
NOTE- 59p.; Paper presented at the Teacher Education Assembly, Pennsylvania Association of Colleges and Teacher Educators (Carlisle, PA, November 5, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Minority Groups; *Schools of Education; State Legislation; *Student Recruitment; Teacher Certification; *Teacher Characteristics; *Teacher Education; Teacher Education Curriculum; *Teacher Educators; Teacher Salaries; *Teacher Supply and Demand; Teaching Conditions
IDENTIFIERS- *Pennsylvania

This report offers an extensive review of the current status of teacher education in Pennsylvania and the critical issues facing educators in that state. Research findings and studies by educators provided informed opinions and predictions on the following topics: (1) the characteristics of students K-12; (2) the characteristics of teacher education students and the schools they attend; (3) teacher supply and demand in Pennsylvania; (4) recruitment of teachers needed for the schools; (5) recruitment of minority students into teaching; (6) the characteristics of teacher educators; (7) evaluation of preservice programs; (8) the impact of state regulations on teacher education; and (9) the content of teacher education programs. Recommendations are included and survey results are displayed in tables and graphs. (JD)

ED 294 868 SP 030 269

Berne, Linda A.; Wild, Pamela
Teen Sexual Behavior. A Leader's Resource of Practical Strategies with Youth.
American Alliance for Health, Physical Education, and Recreation, Washington, D.C. Association for the Advancement of Health Education.
REPORT NO.- ISBN-0-88314-388-7
PUB DATE- 88
NOTE- 72p.
AVAILABLE FROM- Association for the Advancement of Health Education, P.O. Box 709, 44 Industrial Park Circle, Waldorf, MD 20601 ($9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Adolescents; Family Life Education; *Health Education; *Moral Values; Pregnancy; *Self Actualization; *Sex Education; *Sexuality; Values Clarification

The purpose of this book is to assist leaders in a variety of settings to address young people on the critical issues of teenage sexuality. The units are presented in a sequential pattern which covers teenage sexual behavior as it naturally evolves. Detailed information and precise directions for presenting the lessons are featured. The curriculum is not value free. The philosophical basis of the book is upon abstinence, although it is recognized that sexually active teenagers are ethically entitled to bias-free assistance in minimizing negative consequences. Major value positions related to abortion are identified. A strong family life education unit focuses upon the rewarding nature of adult sexual relationships in healthy contexts. (JD)

ED 294 899 TM 011 550

Shannon, Gregory A.

Evaluation of Score Interpretive Information from the Perspective of Failed and Passed Test-Takers.

SPONS. AGENCY- Educational Testing Service, Princeton, NJ. Office of Corporate Quality Assurance.
PUB DATE- Apr 88
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988); Appendix B contains small print. For a related document, see TM 011 549.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Certification; Data Interpretation; Failure; *Feedback; Occupational Tests; *Scores; *Test Interpretation; Test Results
IDENTIFIERS- American Production and Inventory Control Society

Candidates who had taken examinations for certification required by the American Production and Inventory Control Society (APICS) were surveyed to acquire feedback about the effectiveness of score interpretive information given to test takers. Those sampled included 488 passers and 389 failers of the Inventory Management (IM) examination and 457 passers and 419 failers of the Capacity Management (CM) examination given as part of the APICS testing program. The 416 IM and 479 CM candidates who completed and returned their questionnaires comprised the analysis sample. The clarity and usefulness of the score interpretive booklet were judged adequate by the candidates, although failed candidates gave less favorable evaluations than did passed candidates. Candidates deficient in one or more diagnostic content areas were very successful at correctly identifying these as the content areas requiring their concentrated study. Appendices contain content descriptions of the tests and the score interpretation questionnaire. Twelve tables give information about the test takers. (SLD)

ED 294 915 TM 011 635

Loewen, James W.; And Others
Gender Bias in SAT Items.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- Apr 88
NOTE- 63p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Ability; Grade 10; Grade 11; Grade 12; High Schools; *High School Students; Item Analysis; *Sex Bias; Sex Differences; Test Anxiety; *Test Bias; Test Coaching; Test Construction; Test Items
IDENTIFIERS- *Scholastic Aptitude Test

Sex-related bias on the Scholastic Aptitude Test (SAT) was studied in a sample of 1,112 students in SAT coaching classes who took the SAT. Of these, 1,028 answered an additional questionnaire (Appendix A of this report) about high school grade point average, perceived abilities, and background. Almost all of the subjects were 11th graders (97.8%), with 0.7% sophomores and 1.5% seniors. Seven items on the verbal and 10 on the math section showed more than a 10% difference in the percentage of each sex getting them correct. An additional 22 verbal items and 16 math items showed a difference greater than 5% in favoring one sex. Other questions considered were methods of test construction that might reduce bias, the relationships between SAT scores and school performance, the role of test anxiety on SAT performance, and the effects of SAT scores on college choices. As other researchers have found, girls did less well than boys on the SAT, yet had higher school grades. Recommendations for sex-fairer tests include the following: (1) remove items having large response differences between the sexes unless balanced by other items; (2) manipulate mean scores on the verbal test so that males and females score equally; (3) ensure that verbal content on math items favors girls; and (4) make validity studies correlating test scores and first-year college performance widely available both to consumers and researchers. Nineteen tables and two graphs are included. (SLD)

ED 294 944 UD 026 172

Power, Kikuyo M.; And Others
Variability among Ethnic Groups in Longitudinal Patterns of School Achievement: 1975-1986.
PUB DATE- Apr 88
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Asian Americans; Comparative Analysis; Cross Cultural Studies; Cultural Differences; Ethnic Stereotypes; *Hawaiians; High Schools; *High School Students; Longitudinal Studies; *Pacific Americans; Research Methodology; Scores; Standardized Tests; *Whites
IDENTIFIERS- Disaggregation (Data)

The performance of students of different ethnic backgrounds as they progressed through school was investigated. The school was a traditional one that focused on academics and in which all students followed the same program of study. The study analyses similarities and differences in grade point average and scores on standardized tests for Caucasians, Asians, Pacific Islanders, and those of mixed heritage. Data from the educational records of 632 students show familiar patterns of the Asians and the Caucasians outperforming the other groups. However, when the data are disaggregated and analyzed longitudinally more variability becomes evident. One ethnic group does not always outperform another. Specifications must be made for the grade and the year in which the measures were taken. To isolate factors that promote the patterns of highest achievement, researchers must look beyond generalizations based on global measures. Evaluation in a multi-ethnic society must be sensitive to variability among and within groups. Longitudinal patterns must be considered and explained. Tables and a list of references are included. (VM)

ED 294 971 UD 026 199

Greene, Maxine; Birenbaum, William

Alan Bloom's "The Closing of the American Mind": Two Perspectives.

Columbia Univ., New York, NY. Inst. on Education and the Economy.

PUB DATE- Apr 88
NOTE- 34p.; Papers presented at Institute on Education and the Economy Colloquium (New York, NY, November 18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Core Curriculum; *Cultural Education; *Educational Philosophy; Foundations of Education; Higher Education; *Liberal Arts; *Politics of Education; Public Opinion
IDENTIFIERS- *Bloom (Allan)

This colloquium report contains two papers that present perspectives on the book, "The Closing of the American Mind," by Allan Bloom. The first paper, by Maxine Greene, covers the book's philosophy. It asserts that the book deals with issues of American literacy on a superficial level, and actually is more concerned with refuting points of view such as feminism, cultural relativism, and philosophies influenced by Nietzsche and Dewey. It questions Bloom's definition of "closing" in the title and shows that his idea of the open mind seems to flourish best in a closed society. She proposes that those concerned with public education and democracy must reject the premises of the book. The second paper, by William Birenbaum, points out the vast differences between education in Plato's "Republic", which Bloom offers as a model, and education in twentieth century America. The differences are noted in the material sense and even more so in the values to which American society is committed. A series of questions about the nature and desirability of liberal education is posed. The book is described as a provocative class session for reactionaries and would-be reformers to find methods of reopening the collective mind in the consideration of the future of the United States. (VM)

ED 294 819 SO 019 213

Packard, Rosa
Projects for Peace: We Can Take Action.
PUB DATE- 87
NOTE- 7p.; Report on the American Montessori Society Regional Seminar (Boston, MA, October 30-November 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizenship Education; *Early Childhood Education; Ethical Instruction; *Montessori Method; *Peace
IDENTIFIERS- Montessori (Maria); Peace Education

Just prior to the outbreak of World War II, Maria Montessori called attention to the task of educating for peace. This concern for peace intensified in the nuclear decades that followed and formed the basis for the regional seminar held in Boston. At the Boston workshop, the Academy Award winning documentary, "Women for America: For the World" was shown. For some, the message of citizen empowerment was new, and for some, a renewal. Following the film, the group participated in an activity to develop the skill of articulating positions without interruption within the temporal frame of three minutes. This activity is based on the assumption that Montessori-influenced education is, by definition, education for peace, and that it is a social change activity. Participants then engaged in small group discussion which were then reported back to the whole group. Each of the group discussions focused on a different aspect of Montessori-influenced education. (SM)

ED 294 851 SP 030 210

Bird, Ronald

An Analysis of the Comparability of Teacher Salaries to the Earnings of Other College Graduates in the Southeast. 1987 Update. Research Report 07-010.

Southeastern Educational Improvement Lab., Research Triangle Park, NC.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 88
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- *College Graduates; *Comparative Analysis; Elementary Secondary Education; *Professional Occupations; Public Schools; *Teacher Salaries

Based on data compiled from the latest U.S. Census "Survey of Income and Employment" (March 1987), this report compares the average annual earnings of teachers to the average annual earnings of college graduates in full-time, salaried, non-teaching positions in the six states served by the Southeastern Educational Improvement Laboratory. This report is the fourth in a series of annual analyses of earnings opportunities for college graduates in Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina. This research was undertaken to determine what teachers should be paid in order to make their salaries equivalent to the earnings of college graduates with similar education and work experience in other occupations in the Southeast. (JD)

ED 294 884 TM 011 253

Maryland Accountability Testing Program Annual Report. School Year 1985-1986.

Maryland State Dept. of Education, Baltimore.

PUB DATE- 3 Sep 86
NOTE- 134p.; Prepared with the assistance of Westat, Inc. For a previous report, see ED 256 791.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Accountability; Achievement Tests; *Basic Skills; Educational Legislation; Elementary Education; Elementary School Mathematics; Grade 3; Grade 5; Grade 8; Language Arts; Reading Comprehension; *State Programs; Testing Programs; *Test Results
IDENTIFIERS- *California Achievement Tests; *Maryland Accountability Assessment Program

The Maryland Accountability Testing Program Annual Report is a reference document on basic skills test data for the public, providing a survey of test results and the progress made by state students in grades 3, 5, and 8. Basic skills areas for these grade levels are covered, along with average grade equivalent scores. The California Achievement Tests (CAT) were used to meet the legislative mandate for accountability. Detailed tables of the test results by school, district, and state are provided. A definition of educational accountability, a description of the Maryland Educational Accountability Program, and state and local level accountability assessment information are presented. Maryland students in grade 3 performed above national samples from 1976 in reading comprehension, language skills, and mathematics. Fifth and eighth graders also exceeded national norms for all these tests. (SLD)

ED 294 957 UD 026 185

Stonehill, Robert M.; Anderson, Judith I.
An Evaluation of ESEA Title I--Program Operations and Educational Effects. A Report to Congress.
Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Mar 82
NOTE- 118p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Admission Criteria; *Compensatory Education; Coordination; Educational Policy; Elementary Secondary Education; High Risk Students; Program Design; *Program Effectiveness; *Program Evaluation
IDENTIFIERS- *Elementary Secondary Education Act Title I

This report describes and evaluates Title I, the largest federal aid program in elementary and secondary education, with appropriations of over $3 billion in 1980. It assesses the impact of the program and introduces new efforts that were undertaken to enhance state and local coordination. Special attention is given to how the amendments of 1974 were implemented to ensure greater accountability and more stringent evaluation requirements. The evaluation data have been used subsequently in program planning. The report has the following five chapters: (1) major findings and highlights; (2) program objectives and operations; (3) the nature and implementation of compensatory education programs; (4) student achievement; and (5) implementation and use of evaluations at the state and local levels. Changes that will occur when Title I is succeeded by Chapter 1 of the Education Consolidation and Improvement Act of 1981 are briefly discussed throughout the report. Statistical data are presented in tables and figures. A list of references is included. (VM)

ED 294 789 SO 018 805

Haub, Carl
Understanding Population Projections.
Population Reference Bureau, Inc., Washington, D.C.

PUB DATE- Dec 87
NOTE- 49p.
AVAILABLE FROM- Population Reference Bureau, Inc., Circulation Department, 777 14th Street, N.W., Washington, DC 20005 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Census Figures; *Demography; Geographic Distribution; Human Geography; Population Education; Population Growth; *Population Trends; Social Studies; *Statistical Distributions

Population projections are "what if" computational exercises. Given selected assumptions about future trends in fertility, mortality, and migration, population trends can be projected. Government and business planners need this information, and they also require enough time to put facilities in place to meet future needs. Everyone benefits from a clearer understanding of population dynamics and social changes. The different aspects of preparing projections, such as obtaining base data and selecting starting and future levels of rates, are highlighted. Both preparers and users need to carefully check the assumptions chosen for the projections since the reliability of the projections depends on those assumptions. The rules of thumb for reliability are: (1) the shorter the projection period, the more reliable the projection is likely to prove; (2) the larger the geographic areas projected, the more reliable the projection is likely to be; and (3) the lower the current fertility and the higher the current life expectancy, the greater will be the reduction in the projections' likely margin of error. Major sources of data and projections on world, regional, national, subnational, and local areas are discussed, as are the difficulties in utilizing data for developing countries. (Author/SM)

ED 294 835 SP 030 092

Oja, Sharon Nodie
Some Promising Endeavors in School-Univerity Collaboration:
Collaborative Research and Collaborative Supervision in the
University of New Hampshire Five-Year Program.
PUB DATE- Jan 88
NOTE- 11p.; Paper presented at the Holmes Group Second Annual
Conference 2nd, Washington, DC, January 20-31, 1988). For related
documents, see ED 292 754 and ED 293 800.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; *College School Cooperation;
*Cooperating Teachers; Cooperative Programs; Coordination;
Elementary Secondary Education; Higher Education; *Participative
Decision Making; *Student Teacher Supervisors; *Supervisory Methods

Two areas of school-university collaboration in the University of New Hampshire 5-year program of teacher education are collaborative research and collaborative supervision. This paper discusses how teachers, school administrators, and university faculty work together on research and supervision issues in teacher education. In considering issues important in school-university collaborative research, the first one examined is the relationship between school context and the collaborative research being conducted. The second issue involves questions of project control and leadership. A description is given of the two models of supervision that are being used. In one model, a cooperating teacher assumes major responsibility for coordinating the teachers and interns within the school. Another school, using an egalitarian model, has all cooperating teachers meet regularly as a group with the university supervisor in order to address specific questions of intern supervision. Products of the project are briefly described, and intended outcomes are suggested. (JD)

ED 294 869 SP 030 270

Howey, Kenneth R.
AACTE RATE Project A National Study of Teacher Preparation. Year Two: Foundations Courses. Preliminary Findings from "Program" Data.
PUB DATE- Apr 88
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; *Foundations of Education; Higher Education; Preservice Teacher Education; *Program Effectiveness; *Student Attitudes; *Teacher Attitudes; Teacher Education Curriculum
IDENTIFIERS- *Research About Teacher Education Project (AACTE)

This paper reports on findings from a survey of teacher education faculty and students soliciting opinions on the effectiveness of foundations courses in the teacher education curriculum. The survey population was drawn from member institutions of the American Association of Colleges for Teacher Education. Perceptions were sought on: (1) the quality of the education program; (2) the academic ability of students; (3) the adequacy of preparation for entry-level teaching; (4) the adequacy of preparation for core teaching functions; (5) the appropriateness of preparation for teaching in culturally diverse classes; (6) the general rigor of education courses compared to other college courses; and (7) the importance students and faculty assign to foundations study for teacher preparation. A brief analysis of the findings is presented in a summary of the paper. Two tables are included: opinions on prospective teachers' ability to teach in core functions, and opinions on the extent to which study in educational foundations has contributed to students' understanding and attitudes. (JD)

ED 294 900 TM 011 552

Zuman, John P.
The Effectiveness of Special Preparation for the SAT: An Evaluation of a Commercial Coaching School.
PUB DATE- Apr 88
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Students; Comparative Analysis; *Grade 11; High Schools; Hispanic Americans; Mathematics Tests; Minority Groups; *School Effectiveness; *Test Coaching; Test Results; Tutorial Programs; *Tutoring; Verbal Tests
IDENTIFIERS- *Scholastic Aptitude Test

The effectiveness of a commercial preparation class in New York City for the Scholastic Aptitude Test (SAT) was studied. A group of the regular clientele of the school (55 eleventh graders) was compared with a group of low-income minority students given scholarships to the course (33 Black or Hispanic eleventh graders). The effects of the coaching school were studied, using equivalent control and experimental groups. Administrative problems and time constraints resulted in a lower quality instructional environment for the scholarship students. After coaching, regular students increased their SAT scores by about 52 points for verbal and 58 points for math. For scholarship students, coaching had no effect on verbal scores and increased their scores by about 57 points for math. This may have reflected a lack of experience in teaching minority students by the instructors as well as inadequate high school preparation for the type of instruction offered. (SLD)

ED 294 916 TM 011 643

Olejnik, Stephen F.; And Others
Contrast Analysis for Scale Differences.
PUB DATE- Apr 88
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- *Comparative Analysis; Sample Size; *Scaling; Statistical Analysis
IDENTIFIERS- *Contrast Analysis; Scale Analysis

Research on tests for scale equality have focused exclusively on an overall test statistic and have not examined procedures for identifying specific differences in multiple group designs. The present study compares four contrast analysis procedures for scale differences in the single factor four-group design: (1) Tukey HSD; (2) Kramer-Tukey; (3) Games-Howell; and (4) Dunnett T-3. Two data transformations are considered under several combinations of variance difference, sample sizes, and distributional forms. The data for the study were generated using the Statistical Analysis System computing package. The results indicate that no single transformation or analysis procedure is uniformly superior in controlling the family-wise error rate or in statistical power. The relationship between sample size and variances is a major factor in selecting a contrast analysis procedure. Adopting a multiple analysis strategy is recommended. Four tables show comparisons in these methods. (Author/SLD)

ED 294 930 TM 011 700

Solomon, Alan

A Content Analysis of the DMI Mathematics Systems Instructional Objectives Inventory according to the 1985-86 National Assessment of Educational Progress Content by Process Matrix for Mathematics.
PUB DATE- Apr 88
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Content Analysis; Elementary Secondary Education; *Mathematics Tests; Matrices; *Standardized Tests
IDENTIFIERS- *DMI Mathematics Systems; *National Assessment of Educational Progress

A study was undertaken to assess the relationship between the DMI Mathematics Systems Objective Inventory (DMIMS) and the National Assessment of Educational Progress (NAEP) content by process matrix prepared for the Fourth Assessment of Mathematics. The DMIMS is a criterion-referenced standardized test comprised of seven levels, and it can be used to assess student performance from the middle of kindergarten to the end of ninth grade. Two mathematics educators participated in the study and completed the same task. Findings indicate that the DMIMS reached from 17% to 48% of the NAEP's matrix cells, figures that did not differ dramatically from earlier results on norm-referenced tests and an earlier NAEP system. The NAEP does not address each content-process combination at each level, and comparing these figures to a 100% base would not be appropriate. These findings show that individuals concerned with student assessment in mathematics along the NAEP system will find that the DMIMS attends to the same interests as do the norm-referenced standardized tests on mathematics. Findings also have implications for inclusion in tests of items other than those that deal with operations with numbers. Thirteen tables are included, and notes and references are appended. (TJH)

ED 294 804 SO 019 122

Public Relations Guide. Featuring PR Tools, PR Techniques, How To Set Up a PR Seminar. Revised Edition.

Procter and Gamble Educational Services, Cincinnati, OH.

PUB DATE- 83

NOTE- 53p.

AVAILABLE FROM- Procter and Gamble, Educational Services, P.O. Box 599, Cincinnati, OH 45201.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- *Institutional Advancement; *Organizational Communication; *Public Relations; Public Support

The goal of this guide is two-fold: (1) to equip readers with practical guidelines for establishing communications plans and making those plans work; and (2) to develop information for implementing a public relations seminar targeted at designing workshops that reach a broad segment of members. Five topics are addressed: (1) the basic public relations approach; (2) judging a story's newsworthiness; (3) developing relations with the media; (4) selecting the proper form with which to tell the story; (5) improving writing skills; (6) selecting the right spokesperson; (7) making use of special events; and (8) organizing and carrying out a

public relations' seminar. A glossary and resources are included. (SM)

ED 294 820 SO 019 214

Greil, Arthur; And Others
Sex and Intimacy among Infertile Couples.
PUB DATE- Aug 87
NOTE- 25p.; Paper presented at the Annual Meeting of the Society for the Study of Social Problems (37th, Chicago, IL, August 14-16, 1987). This research was partially funded by grants from the Alfred University Research Foundation and from the Scholarly Activities Committee.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Family Problems; Health; *Life Satisfaction; *Marital Satisfaction; *Social Science Research
IDENTIFIERS- *Infertility

Infertility is a widespread health problem in the United States, affecting anywhere from 10 to 15 percent and perhaps even a greater percentage of U.S. couples. Infertility can have far-reaching effects on life satisfaction, well-being, and psychological adjustment. This paper presents an analysis of sex and intimacy among infertile couples based on the qualitative analysis of intensive interviews conducted with 22 infertile couples in western New York. One-half of the people in the study reported that their marriages had become closer rather than more distant because of the experience of infertility. A major reason for the high level of perceived closeness is the high level of communication required for a couple to deal with infertility. Thus, while infertility introduces tensions into a relationship, working out the problems arising from the infertility leads to most of these couples achieving a closer relationship. (Author/SM)

ED 294 945 UD 026 173

Dolly, John P.; And Others
Performance of Educationally-At-Risk Pacific and Asian Students in a Traditional Academic Program.
PUB DATE- Apr 88
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Asian Americans; *Conventional Instruction; Cross Cultural Studies; Cultural Differences; *Educational Environment; *Elective Courses; High Risk Students; *Pacific Americans; Scores; Secondary Education; Socioeconomic Influences; Whites

There is a misconception in the research literature that low income students from underrepresented minority groups need special educational programs to be successful in a competitive society. This study investigated the performance of Pacific and Asian students in a traditional academic environment, The Lab School in Hawaii, where they were given clear expectations concerning their participation and performance and few academic options. The study focused on how at-risk students performed on the Scholastic Aptitude Test (SAT). Scores were compared among ethnic groups and with those of Caucasian students in the same school. Significant differences were found between ethnic groups and between socioeconomic classes. Sex was a factor in grade point average where females were significantly higher than males. Korean students outperformed others on the SAT. Even students who performed at low levels within their courses went on to college after graduation. This was thought to be due to the exposure they received to an academic curriculum and those content areas required for college. Also their confidence was boosted from the knowledge that they had completed a rigorous program. There was no evidence that high ability students were negatively impacted by integrating lower ability students in the school. Tables and a list of references are included. (VM)

ED 294 958 UD 026 186

Smith, Kitty Lou; Andrew, Loyd D.
An Explanation of the Beliefs, Values, and Attitudes of Black Students in Fairfax County.
PUB DATE- Apr 88
NOTE- 56p.; Paper presented at the American Educational Research Association Conference (New Orleans, LA, April 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Blacks; *Black Students; Caste; Cultural Differences; Cultural Influences; *Educational Attainment; Educational Strategies; Occupational Aspiration; *Parent Aspiration; *Parents; *Student Attitudes; Student Behavior
IDENTIFIERS- *Fairfax County Schools VA; Ogbu (John)

The values, beliefs, and attitudes of black students in an intermediate school were studied. The cultural factors investigated included the following: (1) academic performance; (2) educational and occupational aspirations voiced by the students and their parents; (3) student behavior displayed in and out of school; (4) educational strategies devised by the students and their parents; and (5) expectations of student academic performance held by teachers and counselors. The findings indicate the presence of a modified caste system that prevents the majority of black students from crossing cultural boundaries and achieving academic success. Although the students generally voiced high educational and occupational aspirations, many aspired to careers in sport and entertainment that they were unlikely to achieve. Many who had lofty occupational goals failed to translate their expectations into appropriate school behavior. Some parents were unable to translate their high expectations into meaningful support. Interactions between students, teachers, and parents were marred by mistrust. Some students crossed the cultural barriers and performed well. Others took an oppositional stance, but most remained passive with regard to academic engagement. (VM)

ED 294 972 UD 026 201

Dropouts, Pushouts and Other Casualties. Hot Topics Series.

Phi Delta Kappa, Bloomington, IN. Center on Evaluation, Development, and Research.
PUB DATE- Mar 87
NOTE- 238p.
AVAILABLE FROM- Phi Delta Kappa, Box 789, Bloomington, IN 47402.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - General (020)
DESCRIPTORS- Data Analysis; *Definitions; *Dropout Characteristics; Dropout Programs; *Dropout Rate; *Dropouts; *Educational Change; Educational Research; Graduation; High Schools; *Information Needs; Social Influences

Members of the educational community are increasingly concerned that the dropout rate is too high. However, concerned educators and researchers do not agree who should be included in the data to determine the dropout rate. National definitions are needed so that accurate comparisons can be made. There is also a need to assess the effectiveness of dropout programs. The most recent information and research on the dropout problem are provided in this document of 13 papers collected in 1986. The volume is divided into the following five parts: (1) Defining the Dropout, which presents efforts by and suggestions for large urban districts to produce a single definition of dropout; (2) Dropout Rates, which addresses the challenge of using the correct methodology to measure the rate accurately; (3) Correlates of Dropouts, which is an attempt to identify student attributes that are related to dropping out; (4) Characteristics of Successful Dropout Prevention or Intervention Programs; and (5) School Reform, which discusses the possible impact of new reforms, proposes a model program for at risk students, and offers some solutions for dealing with the dropout problem. The papers each contain a list of references. (VM)

ED 294 852   SP 030 211

Texts Adopted at Meetings of the European Ministers Responsible for Sport. 1975-86.

Council of Europe, Strasbourg (France).

REPORT NO.- MSL-6(88)B1-E
PUB DATE- 88
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Athletics; Disabilities; *Foreign Countries; Government Role; *International Cooperation; *Program Development; Recreational Activities; Safety; *Team Sports; Violence

This monograph presents resolutions passed by conferences of European ministers responsible for sport in five meetings from 1975 to 1986. The meetings were held in Brussels, London, Palma de Majorca, Malta, and Dublin. Reported also are declarations, press communiques, and resolutions issued by informal working parties and informal meetings of European ministers responsible for sport from February, 1977 to June, 1985. (JD)

ED 294 885 TM 011 283

Kolstad, Andrew
High School and Beyond: A National Longitudinal Study for the 1980's. Local Labor Market Indicators for High School and Beyond Schools (1980-1982): Data File User's Manual.
National Center for Education Statistics (ED), Washington, DC.

PUB DATE- Aug 84
NOTE- 62p.; Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Numerical/Quantitative Data (110)
DESCRIPTORS- *Databases; Data Interpretation; Grade 10; Grade 12; High Schools; *Labor Market; *Longitudinal Studies; *National Surveys; Trend Analysis
IDENTIFIERS- *High School and Beyond (NCES); User Guides

This user's manual provides information for using the "High School and Beyond" (HSB) longitudinal study data file for local labor markets for HSB schools. An overview of the national study is given. Information in the HSB database comes primarily from questionnaires completed by students, school administrators, teachers, and parents of students. The local labor market indicators for the HSB schools data file consists of five related data files and contains 1,015 records in SAS (SPSS) format. The file is available on tape. Section 2 describes school geography used in preparing the data. Section 3 summarizes the data file construction procedure. Section 4 explains organization and content and provides a guide to the code book, which is presented in section 5. Appendices list other HSB files and the record layout of the local economic indicators file. The HSB program makes it possible to analyze changes in many educational choices made during the high school years since 1972. (SLD)

ED 294 836 SP 030 156

Anang, Arlene; Florio-Ruane, Susan

What's So Hard about Staff Development? A Study in Face-to-Face Interaction. Occasional Paper No. 14.

National Staff Development Council, Oxford, OH.
PUB DATE- Nov 84
NOTE- 18p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Conferences; *Informal Leadership; Interaction; *Interpersonal Communication; *Staff Development; *Teacher Attitudes

Staff development carried out within a conference format is multidimensional, ambiguous, potentially face-threatening, and complex. It is dependent upon the interactional work that takes place during face-to-face negotiations. The skills and knowledge of the staff developer cannot be shared with a teacher in a vacuum, but are dependent upon the social relationships of the participants and how they negotiate the purpose of the interaction and their relative status and roles within it. A case study is presented of a meeting between a staff developer and a teacher, demonstrating the social complexity of staff development and why it is so difficult to accomplish. (JD)

ED 294 853 SP 030 212

Lockwood, Anne Turnbaugh
Cooperative Learning.
National Center on Effective Secondary Schools, Madison, WI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 7p.
GRANT- OERI-G008690007
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; *Group Dynamics; *Interpersonal Communication; *Learning Strategies; Peer Relationship; Program Implementation; Secondary Education; *Teamwork
IDENTIFIERS- *Cooperative Learning

This resource bulletin focuses on Student Team Learning and Learning Together as practiced in secondary schools. Student Team Learning involves both cooperation and competition. It emphasizes the three ideas of cooperative activity structure (success in the task requires contributions from all members); cooperative reward structure (group members are rewarded for group success); and individual accountability (the individual's contribution to the group's success is clear). In Learning Together, teachers use different methods to nurture a philosophy of cooperation based on five elements: positive interdependence, face-to-face interaction, individual accountability; social skills, and group processing. Working in groups on assignments to produce a single group product, students are instructed to seek help from one another before asking the teacher for assistance. (JD)

ED 294 870 SP 030 271

Galluzzo, Gary R.; And Others

Trends in Teacher Education as Reported on the Institutional Questionnaire.

PUB DATE- 5 Apr 88

NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Admission Criteria; College School Cooperation; *Educational Change; Elementary Secondary Education; Graduation Requirements; Higher Education; *Program Improvement; Program Length; Student Recruitment; Teacher Certification; *Teacher Education Curriculum; *Teacher Education Programs; *Trend Analysis

IDENTIFIERS- *Research About Teacher Education Project (AACTE)

This paper reports on the degree to which teacher educators have addressed the current calls for reform in teacher education. The data were taken from the Institutional Questionnaire of the Research about Teacher Education (RATE) Project of the American Association of Colleges for Teacher Education (AACTE). The 90 respondents, each representing one institution, answered 10 items on the survey questionnaire regarding their institution's actions on each current reform proposal. The items, drawn from various national reports on teacher education, involved: (1) raising admission standards for entry into teacher education; (2) offering scholarships and other incentives intended to attract teaching candidates; (3) instituting a 5-year program that terminates in a Master's degree and a teaching certificate; (4) instituting extended programs, e.g., MAT, M.Ed., etc.; (5) developing formal partnerships with school(s); (6) using teachers as teacher educators; (7) changing the liberal arts curriculum for preservice teachers; (8) instituting a recruitment program to attract better students; (9) changing exit standards; and (10) instituting an alternate certification program for literary arts graduates. A discussion is presented on the survey results in the light of how they reflect changes in teacher education and indicate new trends in change. (JD)

ED 294 901 TM 011 554

Reckase, Mark D.

Computerized Adaptive Testing: A Good Idea Waiting for the Right Technology.

PUB DATE- Apr 88
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; *Latent Trait Theory; Test Items

The requirements for adaptive testing are reviewed, and the question of why implementation has taken so long is examined. The concept of a testing procedure that selects items to match the level of performance of an examinee during the administration of a test had to wait for the technology necessary to apply the idea. Current procedures were developed based on item response theory methodology. The reliability of shorter tests and scoring has been improved by this approach. Refinement of adaptive testing procedures is one aspect currently under development; a second is a focus on better ways to model person-by-item interaction and to produce test items to measure a person's skills. (SLD)

ED 294 931 TM 011 701

Fein, Susan; Solomon, Alan

Nine-Year-Old Hispanic Student Writing Performance: A Replication of the 1984-85 National Assessment of Educational Progress.

PUB DATE- Apr 88

NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary School Students; *Grade 4; *Hispanic Americans; Intermediate Grades; Persuasive Discourse; Sex Differences; Writing (Composition); *Writing Evaluation
IDENTIFIERS- *National Assessment of Educational Progress

An attempt was made to replicate findings of the National Assessment of Educational Progress (NAEP) among nine-year-old Hispanic students in Grade 4. The subjects were from 12 classrooms in four elementary schools with high Hispanic student enrollments. All writing activities took place within the respective classrooms during the morning, and the students were given as much time to complete the writing assignments as they needed. Ninety-two imaginative writing samples were collected; 72 informative writing samples were collected; and 76 persuasive writing samples were collected. Results were compared to NAEP findings for the national sample. For informative and persuasive writing, the NAEP sample produced superior writing samples, but the study sample was superior in imaginative writing. Within the study sample, no significant differences were attributable to gender for imaginative or informative writing, but females were superior to males in persuasive writing. The distribution of scores in the study sample was different from NAEP findings, indicating that the NAEP results have applications as a criterion in schools and do not exist for their own sake. (SLD)

ED 294 790 SO 018 809

Snyder, David Pearce
The Strategic Context of Education in America, 1985-1995.
National Education Association, Washington, D.C.
PUB DATE- Nov 84
NOTE- 81p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Demography; *Economic Change; *Educational Planning; *Educational Trends; Elementary Secondary Education; Employment Patterns; *Futures (of Society); Long Range Planning; *Public Education; Technological Advancement

The purpose of this document is to provide a context for the identification of issues that will be critical to the long-term future of public education in the United States and central to the long-term commitments and investments of the National Education Association. This paper is divided into three basic components. Part 1, "Inevitable Forces For Change--1985 to 1995," summarizes the major demographic, economic, and technologic trends and developments that will shape the educational operating environment during the next 10 years. Part 2, "Human Capital Economic Development, and Public Education in the Decade Ahead," examines the key linkages between public education and its changing environment, with special concentration on the educational functions and factors that will be instrumental in facilitating the nation's successful adaptation to post-industrial realities. Part 3, "Imperatives and Opportunities for Educators," synopsizes the fundamental tasks which education will be called upon to perform during the coming decade and describes the basic range of alternatives that will be open to educators in accomplishing each of these tasks. Following part 3, there is a set of exhibits containing references cited in the body of the documents. (SM)

ED 294 805 SO 019 130

Hardy, Donna Dee
The Scottish Waulking Song: "The Boat Will Come."
PUB DATE- 27 Apr 88
NOTE- 28p.; Illustrations will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Folk Culture; Foreign Countries; Higher Education; Music Activities; Musical Composition; *Music Education; Music Theory
IDENTIFIERS- *Scotland

Waulking is the process of shrinking tweed into a tightly woven cloth by rolling the wool into a tube and pounding it on the table in a rhythmic pattern. In the Outer Hebrides, off the western coast of Scotland, this process is traditionally done while singing. During waulking, the songs that were sung gave information about the social structure and were oriented to the various events of the women's and men's lives. The social, physical, and vocal bonds which were involved served to alleviate the monotony of this task. An analysis of the socializing and work purposes of the waulking song, "The Boat Will Come," is presented. The musical cadences of the song coordinate with the physical beats of waulking the wool. In addition to the social aspects of the waulking songs, another consideration is the practical work purpose. The melody is more satisfying to the working women than the task of pounding the cloth in a monotonous pattern. The physical cadence helps to maintain the group's cohesiveness which is critical to maintain the evenness of the cloth texture. The verse and refrain serve to match the time required to complete the waulking. The Gaelic text and music of the song are provided in an appendix. (SM)

ED 294 821 SO 019 215

Osborne, Nancy Seale
Pre-K-12 Multicultural Education. Making Connections: Racism, Militarism, and Feminism.
PUB DATE- 83
NOTE- 6p.; Paper presented at the Annual Conference of the Women's Studies Association (Columbus, OH, June 26-30, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Affirmative Action; Curriculum Development; Elementary Secondary Education; *Feminism; Majority Attitudes; *Multicultural Education; *Racial Bias; Social Influences; Social Studies
IDENTIFIERS- *Militarism; Peace Education

Young students not impressed in mind and heart by their school's curricula are likely to be influenced by the media with which they amuse themselves. Video arcade games and television suffused with militarism and violence will help them create their own culture and develop their own values. They may begin to believe nothing can be done to ensure the survival of the world. If minorities are invisible in the curriculum, children will believe that difference and otherness must be shunned. Curriculum developers who are willing to reconceptualize have the opportunity to interpret diversity of culture and experience so that children learn from and appreciate their own culture, while at the same time affirming and learning from the cultures of other people. Laying the groundwork for the study of global peace in the classroom assists children in developing strategies for both understanding and survival. (SM)

ED 294 917 TM 011 649

Linacre, John Michael
The Practical Realization of the Standard Error of the Mantel-Haenszel Statistic.
PUB DATE- Apr 88
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Error of Measurement; Estimation (Mathematics); *Item Analysis; Statistical Analysis; *Statistical Bias
IDENTIFIERS- *Mantel Haenszel Procedure; Rasch PROX Procedure

Simulations were performed to verify the accuracy with which the Mantel-Haenszel (MH) and Rasch PROX procedures recover simulated item bias. Several standard error estimators for the MH procedure were evaluated. Item bias is recovered satisfactorily by both techniques under all simulated conditions. The proposed MH standard error estimators have different properties and are to be interpreted with caution. When using the MH procedure, the analyst is advised to calculate the size of the item bias and error variance using several sub-setting criteria and more than one standard error estimator. The PROX procedure provides a computationally independent and statistically conservative check on the estimates provided by the MH procedure. (Six tables show variations of item bias estimates across new score sub-sets.) (Author)

ED 294 946 UD 026 174

Brischetto, Robert R.; Leonard, Paul A.

Falling through the Safety Net: Latinos and the Declining Effectiveness of Anti-Poverty Programs in the 1980s. Public Policy Report 1.

Southwest Voter Research Inst., San Antonio, TX.
PUB DATE- Apr 88
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Economic Change; *Economic Status; *Hispanic Americans; *Low Income Groups; Minority Group Children; Population Trends; *Poverty; *Poverty Programs; *Program Effectiveness; Welfare Services
IDENTIFIERS- Feminization of Poverty

This report provides data and discusses trends in the demography and economics of Latinos. It was compiled in response to a request from Latino leaders for information on the needs of their constituents. In general the trends show that Latinos are falling through the safety net that government agencies are supposed to provide. Changes in the economy and the failure of antipoverty measures have rendered many Latino families at risk. More specific findings include the following: (1) the Latino poverty rate is increasing; (2) the poverty rate for children is increasing steadily while that of the elderly has decreased since 1980; (3) fewer families are being lifted out of poverty by government programs than previously; (4) Latino children are the fastest growing segment of the population; and (5) unless public programs succeed better with this population, its health, education, and welfare will be increasingly at risk. Figures and tables illustrate statistical data. (VM)

ED 294 959 UD 026 187

Firestone, William A.; Rosenblum, Sheila

The Alienation and Commitment of Students and Teachers in Urban High Schools.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 88
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *High Schools; Secondary Education; *Student Alienation; Student Behavior; Student Motivation; Teacher Administrator Relationship; *Teacher Alienation; *Teacher Student Relationship; *Urban Education; *Urban Teaching
IDENTIFIERS- *Commitment; Respect

Problems of urban high schools, including poor attendance, high dropout rates, low achievement, and poor social relationships, are linked together by a strong sense of alienation among students and teachers. Yet much of the educational research and policy treat these issues separately. In this study a conceptual framework for understanding student and teacher commitment is presented and illustrated with data from a field study of 10 urban high schools. An open-ended interview approach was used to obtain information on school factors, student commitment, and teacher commitment. The findings showed how teachers and students are in conflict even though they are members of two mutually dependent subcultures. Teachers and students must respect and affiliate with one another. Teachers must make schoolwork interesting for students. Administrative tasks and paperwork must be decreased to a level that does not burden teachers. Administrative support for teachers is needed. Strategies for maximizing commitment must include attention to the following five school factors: (1) relevance; (2) respect; (3) support; (4) expectations; and (5) influence. (VM)

ED 294 973 UD 026 203

Datta, Lois-ellin
Evaluation of Poverty Indicators. Testimony. Statement of Lois-ellin Datta before the Subcommittee on Census and Population, Committee on Post Office and Civil Service, House of Representatives.
General Accounting Office, Washington, DC. Program Evaluation and Methodology Div.
REPORT NO.- GAO-T-PEMD-88-1
PUB DATE- 22 Mar 88
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Assessed Valuation; *Census Figures; *Demography; Income; *Poverty; Research Methodology; Research Needs; Research Problems; Statistical Surveys; *Welfare Services
IDENTIFIERS- *Bureau of the Census; Census Takers; Noncash Benefits; *Valuation Theory

This document provides the testimony of Lois-ellin Datta, Associate Director of the United States General Accounting Office, before the House Subcommittee on Census and Population, on the evaluation of poverty indicators. Many of the concerns raised about the Census Bureau's experimental valuation methods can be systematically assessed, and the magnitude and direction of their influence can be empirically determined. Experimental valuation methods can reclassify or misclassify individuals considered to be in or out of poverty. The Census Bureau's publications do not give adequate warning of the magnitude of differences in poverty estimates resulting from conceptual, operational, and computational concerns with the valuation of noncash benefits. More work needs to be done to improve how we measure poverty in the United States. Data are presented on a table. An appendix identifies 23 issues related to measuring poverty and the value of noncash benefits, 32 conceptual concerns, 27 operational concerns, and 7 computational concerns. (BJV)

ED 294 837 SP 030 157

Wood, Fred H.; And Others

The Perceptions of Professors and Practitioners Concerning the Practices Which Define the RPTIM Model for Staff Development. Occasional Paper No. 15.

National Staff Development Council, Oxford, OH.
PUB DATE- May 85
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Delivery Systems; *Inservice Education; *Models; Needs Assessment; *Program Design; *Program Effectiveness; *Staff Development

A model for staff development called "Staff Development/Organizational Development" (Wood/Thompson/Russell, 1981) describes a process for designing inservice that is systematic and comprehensive. The model was developed through an analysis and synthesis of the literature and research related to staff development. This paper briefly describes the assumptions underlying the five stages of the model (Readiness, Planning, Training, Implementation, and Maintenance) and the practices which define the process of designing staff development. A report is given of the results of a national study that was conducted in

early 1981 to determine the extent to which practitioners and professors of education with expertise in staff development believed these practices should be used and were being used to design inservice programs across the United States. Eleven references are included. (JD)

ED 294 886 TM 011 309

Documenting Mastery: An Inservice Presentation. Publication #CU7-370-02.

Texas Education Agency, Austin. Div. of Curriculum Development.

PUB DATE- Dec 86
NOTE- 216p.; Some pages are marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Role; *Documentation; Early Childhood Education; Elementary Secondary Education; Grades (Scholastic); *Grading; *Inservice Education; *Mastery Learning; *Student Evaluation; Teacher Role

Practical ways to document essential elements taught and mastered are presented for the teacher and administrator. With the amendment of the administrative rules to remove the 70% passing requirement, educators received greater flexibility in determining appropriate ways to document mastery. What now determines whether or not students move on to more complex study is the certainty that they have mastered the abilities needed. Suggestions for daily lesson plans and grade books are given. Extensive examples illustrate the flexibility now permitted, with each example including curriculum guide excerpts, lesson plans, and grade books. Sample grading methods cover pre-kindergarten through high school subjects. Clarity of direction, usefulness to the teacher, and responsiveness to students are the hallmarks of effective documentation. (SLD)

ED 294 902 TM 011 556

Levine, Daniel U.; Stephenson, Robert S.
Differing Policy Implications of Alternate Multiple Regressions Using the Same Set of Student Background Variables to Predict Academic Achievement.
PUB DATE- Apr 88
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Educational Policy; Elementary Secondary Education; *Multiple Regression Analysis; Predictive Measurement; *Predictor Variables; Statistical Analysis; *Student Characteristics

Actual data sets were used to illustrate how substantially different conclusions and implications can be drawn from alternate multiple regressions predicting academic achievement from the same set of variables measuring student background. Variables assessing students' socioeconomic status and geographic mobility, used to predict reading and math achievement at 100 elementary schools, were interpreted for divergent conclusions about changes needed in schools. A second example showed differing interpretations of high school success, using 29 high schools. A third example considered dropout rates in over 300 elementary schools in a big city school district to support differing conclusions. Among the implications of the study are that statistics and their interpretation must take curvilinear relationships into account; that the influence of atypical schools should be considered; and that care should be exercised in selecting dependent variables. (SLD)

ED 294 791 SO 018 837

Anderson, Brandi, Ed.
"We the People": Judge William Wayne Justice and Other East Texans on the Constitution.
PUB DATE- 87
NOTE- 85p.
AVAILABLE FROM- Loblolly Magazine, Gary High School, Box 189, Gary, TX 75643 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Constitutional History; *Constitutional Law; *Interviews; Law Related Education; Local History; School Publications; Social Studies; State History; *Student Developed Materials; United States History
IDENTIFIERS- Bicentennial; *Texas (East); *United States Constitution

This special issue commemorates the Bicentennial of the U.S. Constitution by featuring high school students' interviews with prominent East Texas judges, political leaders, educators, clergy, businessmen, and a student. Those interviewed include: (1) William W. Justice, Chief Federal District Judge for East Texas; (2) Price Daniel, Governor of Texas; (3) Crawford Parker, Panola County (Texas) Judge; (4) Mid Johnson, student; (5) Keith Scott, government instructor; (6) James Speer, Gary (Texas) School Board member and Baptist minister; (7) Benedict Songy, Rector, Episcopal Church, Carthage (Texas); (8) Lloyd Grissom, publisher of the Panola County (Texas) newspapers; (9) Bob Hollenshead, Gary, Texas School Board member; (10) Mrs. Joe Latham, retired teacher; (11) Bill Haley, Texas State Representative; (12) Jim Box, retired teacher and writer; (13) Robert Pike, retired printer; and (14) Wanda Gaines, Panola (Texas) Junior College administrator. Interviews focus on the Constitution's purpose, meaning, history, and relationships to individual persons, schools, and religion in Texas. Personal philosophies, interpretations, and beliefs are included, along with pictures of the interviewees. (JHP)

ED 294 806 SO 019 138

Solomon, Warren, Comp.
Missouri in the World: A Resource Guide for Social Studies.
Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
SPONS. AGENCY- Danforth Foundation, St. Louis, Mo.
PUB DATE- Jan 87
NOTE- 133p.
AVAILABLE FROM- Center for Educational Assessment, 403 South Sixth Street, Columbia, MO 65211 ($4.15).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Global Approach; Instructional Materials; *International Education; *Learning Activities; *Social Studies; State History
IDENTIFIERS- *Missouri

This guide introduces students to important concepts about international relationships through classroom activities that should stimulate their curiosity. Chapter 1 discusses ways to integrate the guide with the Missouri state curriculum. Twenty activities in chapter 2 can be integrated into various social studies subjects. The format for the activities includes: (1) the purpose, grade level, subject, and unit; (2) the materials and resources; (3) strategies for conducting the activity; and (4) methods to modify the activity for different age levels. Examples of activities are using biographies to learn more about state personalities, tracing footsteps into the past, and learning from exchange students. Twenty-eight activity ideas for teachers to use in creating their own lessons are provided in chapter 3. Chapter 4 lists resources for teaching about the state and the world. Core competencies and key skills for Missouri schools are appended. (SM)

ED 294 822 SO 019 220

Cottam, Richard W.
Khomeini, the Future, and U.S. Options. Policy Paper 38.
Stanley Foundation, Muscatine, Iowa.
PUB DATE- Dec 87
NOTE- 48p.
AVAILABLE FROM- Stanley Foundation, 420 East Third Street, Muscatine, IA 52761.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Foreign Countries; Foreign Policy; International Education; *International Relations; Secondary Education; Social Studies; *World Affairs
IDENTIFIERS- *Iran; *Khomeini (Ayatollah Ruhollah)

The popular revolution in Iran has been one of the most publicized yet least well understood events in world politics. This booklet was developed to contribute to the understanding of the complexities of the situation in relation to Iran's future and U.S.--Iranian relations. The booklet contains three parts that include: (1) the revolution; (2) the question of succession; and (3) U.S. policy options. The revolution had widespread support due to countrywide opposition to the royal regime. The liberal leaders of the revolution accepted the charismatic Ayatollah Ruhollah Khomeini because of the powerful appeal of his personality. The revolution quickly polarized between the liberal reformists and the revolutionary religious elite. With the passing of Khomeini from the political scene, the dedication to achieving a consensus government based on Islamic ideology will subside. A struggle for leadership will occur, and a major effort will be made by the victors to achieve strong central control of the government and its institutions. Iran is militarily significant to the United States in containing the southward expansion of the Soviet Union. But the vicissitudes of U.S. policy toward Iran suggest that there has been no crystallization of a conclusion as to whether the Islamic Republican regime is a greater liability than an asset. A glossary of names and terms is provided. (SM)

ED 294 854 SP 030 214

Burke, Richard R.
Research on the Effects of Rewards: Implications for Annual Merit Pay.
PUB DATE- Feb 88
NOTE- 11p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (San Diego, CA, February 13-17, 1988).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; Higher Education; *Merit Pay; *Negative Attitudes; Rewards; Teacher Attitudes; Teacher Evaluation; *Teacher Motivation

Some research suggests reduced cooperation and collaboration among college faculty may result when annual pay increments are based on merit evaluations. Various theories and principles have been put forward to explain these effects. The overjustification theory suggests that extrinsically presented rewards become more salient than one's intrinsic interests and tend to diminish subsequent interest in the task. Equity theory suggests that when one works hard and receives high pay, production will be increased to reduce the inequity resulting from overcompensation relative to others. Those who perceive themselves as hard workers receiving low reward reduce productivity to achieve equity. The minimax principle suggests that salient extrinsic rewards cause people to maximize the chance of reward with minimum effort. Research has found, for example, that adults and children choose less difficult tasks in order to assure reward. Implications of this research are related to annual merit pay in colleges and universities. (Author/JD)

ED 294 871 SP 030 272

Ducharme, Edward R.; Kluender, Mary M.
The Education Professoriate: Introductory Foundations Faculty, 1987 RATE Data.
PUB DATE- 87
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aging in Academia; College Faculty; Employment Level; *Foundations of Education; Higher Education; *Professors; *Teacher Background; *Teacher Characteristics; *Teacher Educators; Tenure
IDENTIFIERS- *Research About Teacher Education Project (AACTE)

This report describes characteristics of teacher education faculty who are teaching the introductory foundations courses, their background and preparation, scholarly productivity, field activity, professional activities and salaries. The study population was drawn from member institutions of the American Association of Colleges for Teacher Education (AACTE). The report also presents comparisons between these faculty and the secondary methods faculty described in the AACTE 1986 Research About Teacher Education (RATE) study. For purposes of the questionnaire, foundations of education is defined as those education courses or course components which engage students in a critical examination of the relationships between the disciplines (e.g., philosophy, sociology, history) and educational practice and policy. The profile of a foundations of education professor is that of a middle-aged, white, male who is busy in a variety of professional endeavors, tenured, promoted, and place-bound. Data gathered by the survey are presented on graphs. (JD)

ED 294 918 TM 011 650

Linacre, John Michael
Simple and Effective Algorithms: Computer-Adaptive Testing.
PUB DATE- Apr 88
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adaptive Testing; *Algorithms; *Computer Assisted Testing; Cutting Scores; Difficulty Level; Item Banks; Latent Trait Theory
Computer-adaptive testing (CAT) allows improved security, greater scoring accuracy, shorter testing periods, quicker availability of results, and reduced guessing and other undesirable test behavior. Simple approaches can be applied by the classroom teacher, or other content specialist, who possesses simple computer equipment and elementary programming skills. Building a CAT system involves techniques required for development of an item bank, selection of items, selection of the items and item order to be presented in a test, and evaluating the test for difficulty. A practical understanding of item response theory and pass-fail criteria is helpful. Although CAT tests are usually intended to determine the examinee's ability level, they can supply diagnostic information as well. (TJH)

ED 294 932 TM 011 702

Solomon, Alan; Scott, Leontine
Project HELP--The Home Education Learning Project: A History and Analysis of a Telephone Assistance Program for Homework.
PUB DATE- Apr 88
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; Home Study; *Homework; *Hotlines (Public); Information Sources; Public School Teachers; School Activities; School Districts; *Telephone Communications Systems
IDENTIFIERS- *Answering Services; Philadelphia School District PA; *Project HELP

The Home Education Learning Project (Project HELP) of the Philadelphia Public Schools is described. Based on an earlier school district telephone answering service program (Dial-A-Teacher Assistance (DATA LINE), with input from students through surveys, the project was implemented in 1984 to assist students with homework questions. In the first year, Project HELP received 8,222 calls, and throughout the year, teachers answered an average of 97 calls per day during the afternoon and evening hours that the service was provided. More than half of the callers asked for help in mathematics. In the 1986-87 school year, Project HELP operated 127 evenings and received 16,528 calls, with an average of 130 calls taken each evening. Results of a survey of 263 contacts indicate that over 90% of the students considered that their questions had been adequately answered. Many callers were frequent users of the service; it was also found, however, that Hispanic and Asian students were underrepresented in proportion to their numbers. Increased promotion should encourage more students to use Project HELP, a service considered very worthwhile by users and teacher participants. (SLD)

ED 294 838 SP 030 158

Wu, P. C.
The Essential Ingredients: Cooperation between Universities and School Districts on Staff Development. Occasional Paper No. 16.
National Staff Development Council, Oxford, OH.
PUB DATE- Apr 86
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College School Cooperation; *Cooperative Programs; *Delivery Systems; Higher Education; Information Networks; *Inservice Education; Institutional Cooperation; Program Effectiveness; Protocol Analysis; *School Districts; Staff Development; State Programs; *Universities
IDENTIFIERS- *Florida

Under the Teacher Education Center (TEC) Act in Florida, the state's universities, colleges and public school districts were placed into a collaborative working relationship. Using money allocated by the state, school districts can contract with one or more universities or colleges for the delivery of inservice. This paper illustrates strategies for strengthening university-school district cooperative inservice efforts acquired during 12 years of TEC experience. In particular, the paper focuses on protocol, communication networks, internal and external communication, and consultant effectiveness. Because the paper addresses the concept of university-school district cooperative efforts, the procedures presented are applicable regardless of whether a formal TEC is in operation or not. (JD)

ED 294 887 TM 011 402

Bhola, H. S.

Evaluations of Botswana National Literacy Program: The Politics of Renovation and Control.

PUB DATE- Mar 88
NOTE- 44p.; Paper presented at the Annual Conference of the Comparative and International Education Society (32nd, Atlanta, GA, March 17-20, 1988); For a related document, see ED 256 779.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Developing Nations; *Evaluation Methods; *Literacy; *National Programs; *Politics; *Program Evaluation
IDENTIFIERS- *Botswana National Literacy Program

Evaluations of the Botswana National Literacy Program (BNLP) are reviewed, with emphasis on one internal and one external evaluation. The BNLP may be one of the most extensively evaluated national literacy programs ever conducted, with a program staff intensively trained in evaluation. One lesson of the repeated evaluations of the BNLP is that a point comes when evaluation may use resources needed for program implementation. Evaluation cannot be fully exorcised of politics; however, the political ramifications must at least be clarified and the worst political encroachments resisted. Internal evaluations seemed to serve program implementation better and demonstrated the usefulness of the Action Training Model. The need to intervene and control partly explained when and why the various evaluations were commissioned and what use was made of evaluation results. (SLD)

Kirshstein, Rita J.
An Evaluation of Chapter I in the Montgomery County Public Schools. Chapter I Students in the Montgomery County Public Schools: A Description and Follow-up.
Montgomery County Public Schools, Rockville, Md.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 87
NOTE- 45p.; Prepared by the Department of Educational Accountability.
CONTRACT- NIE-R-85-0015
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Achievement Gains; Cohort Analysis; Elementary Secondary Education; *Mainstreaming; Mathematics Achievement; Reading Achievement; Scores; Special Education; Suspension
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Montgomery County Public Schools MD

In the Montgomery County Public Schools in Maryland the Chapter 1 program is atypical in that the mainstream model is used. Students remain in their classrooms for Chapter 1 instruction, which they receive along with regular instruction. This model is increasingly recognized by other districts as an alternative to the more widely used pull-out approach. A study of the progress of Chapter 1 students was conducted in 1985-86. The group under study were students who had received Chapter 1 in grades K, 1, and 3 in 1979-80. This group was compared to other students in the grade cohort who had not received Chapter 1 services. The findings included the following: (1) most of these students had not needed special education services, those who did needed low levels of service; (2) the performance of the Chapter 1 students on statewide reading and mathematics tests was similar to that of ninth graders throughout the state but lower than that of ninth graders in the district; (3) the target group performed below grade level on criterion-referenced tests; (4) the suspension rate for the Chapter 1 students was over twice that of other students in their cohort; and (5) the Chapter 1 students experienced other problems, in areas such as achievement, speech and language, listening and social or emotional adjustment. Statistical data are provided on tables. (VM)

ED 294 960 UD 026 188

Franse, Stephen; And Others
Mission Possible: Innovations in the Bronx Schools. Fastback 269.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-269-0
PUB DATE- 88
NOTE- 33p.
AVAILABLE FROM- Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($.90).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; *Grants; Humanistic Education; Improvement Programs; Mathematics Education; *Program Descriptions; Program Effectiveness; Program Proposals; *Public Education; Science Education; Special Education; *Urban Education
IDENTIFIERS- *New York (Bronx)

The Bronx Education Endowment Fund (BEEF), established in 1985, provides mini-grants of up to $100 to fund simple projects aimed at educational improvement. During the first two years of the program, 18 mini-grants were awarded to 16 teachers, one student, and one parent organization. A large number of both regular and special education students, from pre-kindergarten to 12th grade, received benefits from the projects. The projects were cost-efficient and encouraged active student participation in the educational process. Many of the programs were characterized by the following: (1) a hands-on approach to learning; (2) the use of outside human resources; (3) culminating activities that served as an evaluative measure; (4) an investigative approach to learning; and (5) a focus on the specific needs of the pupils. BEEF uses a simplified proposal process. Some projects in the following areas are described: (1) the humanities and social sciences; (2) mathematics and science; and (3) special education. Photographs illustrate the text. A short bibliography is included. (BJV)

ED 294 974 UD 026 204

Penn, Patricia, Ed.
Children At Risk: An Urban Education Network Conference Proceedings. (Louisville, KY, December 1985). Occasional Paper No. 023.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 86
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Anxiety; Black Students; Computer Managed Instruction; Curriculum Development; Dropout Prevention; *Dropout Programs; Dropout Rate; *Educational Improvement; Educational Quality; Elementary Secondary Education; *High Risk Students; Instructional Materials; *Minority Groups; *Program Development; Psychological Needs; School Community Relationship; Urban Education
IDENTIFIERS- Ohio (Cincinnati); Partnerships; Wisconsin (Milwaukee)

The Urban Education Network is comprised of the largest school districts in 14 states. In December 1985 the Network hosted a conference for its members on efforts to improve teaching and learning in urban schools. The following papers presented at the conference are included: (1) "Thinking about the Undoable: Dropout Programs" (Dale Mann), which identifies the four Cs--cash, care/concern, computers, and coalitions--in successful dropout programs; and (2) "Human Realities: A Comprehensive Approach to Children at Risk" (James B. Boyer), which calls for low-threat, high-quality instructional delivery to reduce the anxiety that at risk children feel. Also included are summaries of the following study reports delivered at the conference: (1) Instructional Risk (Patricia Milazzo); (2) The Milwaukee Study of Children at Risk (John F. Witte); (3) The Cincinnati Study of Children at Risk (Joseph Gastright, John H. Grate); and (4) The Learning to Learn Program (Ellen Racioppi). Information on how to get copies of materials covered during the conference is provided. An appendix provides the conference agenda. (BJV)

ED 294 903 TM 011 560

Prenzel, Manfred
Conditions for the Persistence of Interest.
PUB DATE- Apr 88
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- College Students; High School Students; *Interest Research; Longitudinal Studies; *Persistence; Psychological Studies

The persistence of interest engagement was longitudinally studied with two different interest objects and two different states of interest development. Subjects with definite interest in microcomputers (n=7), with high interest in playing guitar (n=7), and with some interest, not well-developed, in computers (n=10) were interviewed initially and asked to record their internal processes and emotional states in subsequent logged task engagements. High persistent interest engagements between the person and the object were characterized by pleasant feelings, a high degree of absorption, an appreciation of the difficulties as not too easy and not too hard, and gains in proficiency. Sample sizes and numbers of interest engagements were not sufficient to indicate more than these general conclusions. (SLD)

ED 294 919 TM 011 651

Hyde, Janet Shibley; Linn, Marcia C.

Gender Differences in Verbal Ability: A Meta-Analysis.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 88
NOTE- 75p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
GRANT- BNS-8508666; BNS-8696128
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; *Cognitive Processes; Essay Tests; High Schools; Lateral Dominance; Literature Reviews; *Meta Analysis; Reading Comprehension; *Sex Differences; Speech Skills; *Verbal Ability; *Verbal Development; Verbal Tests; Vocabulary Skills
IDENTIFIERS- Anagrams; Analogies; *Scholastic Aptitude Test

Analysis of 165 studies (representing the testing of 1,418,899 subjects) that reported data on gender differences in verbal ability indicated a slight female superiority in performance. The difference is so small that it appears that gender differences in verbal ability no longer exist. A major goal was also to define age trends in the pattern of gender differences. Analyses of effect sizes for different measures of verbal ability showed almost all to be small in magnitude; these measures covered vocabulary, analogies, reading comprehension, speech production, essay writing, anagrams, and general verbal ability. For the 1985 administration of the Scholastic Aptitude Test, verbal scores showed superior male performance. Analysis of tests requiring different cognitive processes involved in verbal ability gave no evidence of substantial gender differences in any aspect of processing. An analysis by age showed no striking changes in the magnitude of gender differences at different ages, countering E. E. Maccoby and C. N. Jacklin's conclusion that gender differences in verbal ability emerge at about 11 years of age. Comparison of studies published in 1973 or earlier with subsequent studies indicates a slight decline in the magnitude of the gender differences in recent years. These findings have implications for theories of sex differences in brain lateralization and changing gender roles. (Six tables are presented, and a list of 165 studies used in the meta-analysis is appended.) (Author/TJH)

ED 294 792 SO 018 842

Martinez, Margaret Perea
Music Program Evaluation, 1985-1986.
Albuquerque Public Schools, N. Mex.
PUB DATE- Mar 87
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Curriculum Evaluation; Elementary Secondary Education; Middle Schools; *Music; *Music Education; *Program Evaluation; School Surveys
IDENTIFIERS- *New Mexico (Albuquerque)

This document contains an elementary and secondary school music program evaluation undertaken by Albuquerque (New Mexico) students, teachers, administrators, and parents. Albuquerque music education is described in terms of: (1) elementary, middle, and high school music programs; (2) instrument inventories; (3) instrument and equipment needs and repairs; and (4) music departments staffing requirements. The evaluation survey's design and methodology, along with a review of music education literature, are presented. Student appraisals include assessments of: (1) music knowledge and attitudes; (2) music festival performances; (3) fifth grade band and orchestra students' achievements; and (4) general music performances. Results of the teachers' surveys are described, along with teacher assessments of elementary level instrumental programs and secondary school music performances. A summary, conclusions of the study, and a 37 item bibliography are presented, and graphs, charts, and tables are included. (JHP)

ED 294 807 SO 019 152

Young, Harry F.
Atlas of the Soviet Union.
Department of State, Washington, DC. Bureau of Public Affairs.
PUB DATE- Sep 87
NOTE- 45p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Geographic Materials (133)
DESCRIPTORS- Foreign Policy; Geographic Distribution; Geographic Location; Geographic Regions; *Geography; *Geography Instruction; Global Approach; Governmental Structure; Instructional Materials; International Organizations; International Trade; *Maps; *Physical Divisions (Geographic); *Political Divisions (Geographic); Social Studies
IDENTIFIERS- Council for Mutual Economic Assistance; North Atlantic Treaty Organization; *USSR; Warsaw Pact

This atlas consists of 20 maps, tables, charts, and graphs with complementary text illustrating Soviet government machinery, trade and political relations, and military stance. Some topics depicted by charts and graphs include: (1) Soviet foreign affairs machinery; (2) Soviet intelligence and security services; (4) Soviet position in the United Nations; (5) Soviet foreign trade; (6) NATO-Warsaw Pact conventional forces; and (7) U.S.-Soviet strategic nuclear forces. Maps illustrate: (1) the territorial formation of the Soviet Union; (2) the 15 Union republics, along with their population; (3) the officially closed areas of the Soviet Union; (4) the Warsaw Pact and the Council for Mutual Economic Assistance; (5) Soviet relations with nonruling Communist parties and fronts; (6) Soviet military influence in developing countries; and (7) United States and Soviet naval presence. A chronology of major events in the U.S.-Soviet relationship is included. (SM)

ED 294 823 SO 019 221

Friedman, Douglas

Regionalism and Development in Early Nineteenth Century Spanish America.

PUB DATE- 5 Apr 87
NOTE- 19p.; Paper presented at the Annual Meeting of the Southeast Council of Latin American Studies (Merida, Mexico, April 1-5, 1987).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Area Studies; *Economic Development; *Latin American History; Revolution; Socioeconomic Background
IDENTIFIERS- *Latin America

An understanding of regionalism in early 19th century Spanish America is crucial to any understanding of this region's economic development. Regionalism became the barrier to the kind of integrated national economy that some writers claim could have been implemented had it not been for the imposition of dependency by external forces. This dissolution into regionalism after the wars of independence can be found in the pattern transported to Spanish America by the Spanish conquerors. The foundation upon which regionalism in Spanish America stood was the town or city. The town centers of administration took the lead in the wars of independence. The wars of independence may be interpreted as a resurgent regionalism rebelling against the centralizing tendencies of the Spanish system. Chief among the issues that separated Spanish American elites in the aftermath of the wars of independence was that of centralism versus federalism (regionalism). Efforts in 19th century Spanish America to form an integrated internal, industrial, and capitalist economy based upon the national market were abandoned or diminished. The creation of an integrated national economy was blocked, not by external forces, but by internal constraints or regionalism. (SM)

ED 294 855 SP 030 215

Ambrose, Richard P.
Holmes Group and Carnegie Reports: Teacher Corps Rediscovered?
PUB DATE- 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Agents; College School Cooperation; Differentiated Staffs; *Educational Change; Elementary Secondary Education; Field Experience Programs; Higher Education; Internship Programs; Teacher Certification; Teacher Education
IDENTIFIERS- *Holmes Group Report; *Nation Prepared (A); *Teacher Corps

Both the Holmes Group report and the Carnegie Commission report have substantiated a need for restructuring teacher training within several similar parameters. Many of the suggestions from the two reports are similar to established practices for restructuring teacher education that were developed and implemented by National Teacher Corps, originating more than 20 years ago. The majority of Teacher Corps Programs were graduate degrees in fields other than education and trained in pedagogy with emphasis on immediate application in classrooms. Differentiated staffing was a consideration in Teacher Corps Programs. This paper points out that re-examining the thrusts of the the Teacher Corps and the Holmes and Carnegie reports leads to the conclusion that some reforms may result in finding answers from previously tried experimental programs. (Author/JD)

ED 294 872 SP 030 273

Brown, Sally; And Others
The Knowledge Which Underpins the Craft of Teaching.
PUB DATE- Apr 88
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; Elementary Secondary Education; Foreign Countries; *Learning Strategies; Student Evaluation of Teacher Performance; *Teacher Behavior; Teacher Characteristics; *Teacher Effectiveness; *Teacher Student Relationship; Teaching Experience

This research was concerned with teacher routines and with the ordinary things that experienced teachers do spontaneously in their classrooms in order to determine what these teachers do well, how they do the things they do well, and how they conceptualize their own classroom teaching. In deciding which teachers would comprise the research sample, pupils were invited to describe the strengths of their recent teachers. Pupil perceptions of exemplary teacher characteristics and a consensus of teachers identified as effective resulted in the selection of teachers with different strengths and different subject specialties from secondary school and feeder primaries. These teachers selected the aspects of their teaching which particularly pleased or satisfied them. It was noted that they initially referred to their pupils' activities or progress in pointing out elements what they consider successful teaching. An analysis of of data gathered from observation and taped reflections highlights variations among the teachers as well as generalizations on the many similarities on how the teachers evaluated their own teaching. A set of inter-connected concepts developed from intensive studies of teachers' interviews and responses to questions led to a theoretical framework of how exemplary teachers form standardized patterns of action or routines in order to maintain particular desired states in pupil activity or to promote specific kinds of progress. (JD)

ED 294 888 TM 011 411

Tallmadge, G. Kasten
How and How Much Do Biases Resulting from Regression to the Mean Affect Outcome Evaluations?
PUB DATE- Apr 88
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Correlation; *Predictive Measurement; Pretests Posttests; *Regression (Statistics); Statistical Analysis; Statistical Bias
IDENTIFIERS- *Bilingual Education Evaluation System; *Title I Evaluation and Reporting System

The question of regression to the mean is discussed in the contexts of the Title I Evaluation and Reporting System (TIERS) and the Bilingual Education Evaluation System (BEES), both of which involve assessing the achievement growth of project students from pre- to post-test. The correction formula recommended for use with TIERS was designed to eliminate regression between selection and pre-test; for BEES, the idea of a separate selection test was eliminated and an attempt was made to eliminate regression between the selection/pre-test and the post-test and to estimate total group correlation from the actual correlation in the selected sub-group. How much regression there is to correct for and how well alternative correction procedures work are discussed. (SLD)

ED 294 933 TM 011 703

Page, Reba
Interpreting Curriculum Differentiation.
PUB DATE- Apr 88
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Research; *Hidden Curriculum; High Schools; High School Students; Political Socialization; *Secondary School Curriculum; Student Attitudes; Teacher Attitudes; *Teacher Student Relationship; *Track System (Education)
IDENTIFIERS- *Curriculum Differentiation; *Interpretive Research

The distinctive focus of interpretive research on the meaning of curriculum is described, and the reconceptualization of the practice that interpretive studies provide is illustrated. The illustration includes the use of an interpretive lens to assess curriculum differentiation in lower-track high school classes. The interpretivist's interest in meaning provokes inquiry in three general domains: (1) the perspectives of school participants; (2) the processes in which meaning is constructed; and (3) the contexts in which meaning is shaped. From the interpretivist's perspective, curriculum differentiation is a sociocultural, political process in which teachers' and students' definitions of their roles and of knowledge interact in particular institutional settings. In the process, track placement, roles, interactional prerogatives, status, and knowledge are differentially allocated within a school and between schools. Application of the interpretive approach to a 2,000-student midwestern United States comprehensive high school provides insights into students' and teachers' perspective of the lower-track curriculum and patterns of resolving classroom conflicts. Results suggest that differentiation in public high schools occurs, in degree and process, much like differentiation in American society as a whole. The study also demonstrates that as important as the question of whether students and teachers come to school with different views of important knowledge is the question of why and how the differences are made important within the school. Thirteen notes and 87 references are appended. (TJH)

ED 294 839 SP 030 159

Zion, Richard
Factors to Consider in Planning Effective Staff Development Programs. Occasional Paper No. 17.
National Staff Development Council, Oxford, OH.
PUB DATE- Jan 87
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; Change Agents; *Delivery Systems; Governance; *Participant Satisfaction; Participative Decision Making; *Program Effectiveness; *Staff Development; *Teacher Attitudes; Teacher Role

This paper identifies a number of factors that staff developers should consider in planning an effective program. A staff development program is considered to be effective if teachers adapt the material or content learned into their classrooms and retain the implementation over time, if teachers and administrators express satisfaction with the program, and if student achievement in basic skills is increased. The following dimensions to consider in planning a professional development program are discussed: (1) program purpose; (2) organizational content; (3) program delivery; (4) scheduling of activities; and (5) program policy and management decisions. (JD)

ED 294 904 TM 011 564

Byrne, Barbara M.
Testing for Equivalent Factorial Validity across Academic Track: A Confirmatory Factor Analysis of the Self Description Questionnaire III.
PUB DATE- Apr 88
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Factor Analysis; Grade 11; Grade 12; High Schools; High School Students; Self Concept; *Self Evaluation (Individuals); Statistical Analysis; *Test Validity; *Track System (Education)
IDENTIFIERS- *LISREL Computer Program; *Self Description Questionnaire III

Confirmatory Factor Analysis (CFA; LISREL) was used to: (1) validate the Self Description Questionnaire III (SDQ III) subscales measuring general, school, English, and mathematics self-concepts for a sample of 898 (285 low track and 613 high track) students in grades 11 and 12, and (2) test the equivalency of the factor structure across academic tracks. The results confirm a four-factor structure and reveal all factor loadings and covariances to be invariant across groups; 11 of 21 uniquenesses were non-invariant. Although, in a strict statistical sense, the differentially reliable items bore implications of bias in favor of the high track, these discrepancies, on the basis of absolute values, were judged to be of little practical significance. Overall, in light of the stringency of LISREL CFA procedures in general, and those used in this study in particular, the SDQ III demonstrated exceptionally superior psychometric properties. (Author)

ED 294 948 UD 026 176

Bain, Josie G., Ed.; Herman, Joan L., Ed.
Making Schools Work for Underachieving Minority Students: Next Steps for Research, Policy and Practice. Report on Local Activities. Proceedings of the Conference (Los Angeles, California, June 25-26, 1987).
Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 87
NOTE- 323p.; Conference papers have been grouped under eight thematic topics, see UD 026 177-184.
GRANT- OERI-G-86-90003
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Achievement; Black Students; Curriculum Development; Dropouts; *Educational Improvement; Educationally Disadvantaged; Educational Testing; *Elementary Secondary Education; Equal Education; Family School Relationship; Federal Aid; Government Role; Limited English Speaking; Lower Class Students; *Minority Group Children; *Program Development; Program Evaluation; Racial Bias; Research Needs; Research Utilization; School Business Relationship; *School Community Relationship; Social Attitudes; Teacher Education; Test Construction; *Underachievement; Urban Education
IDENTIFIERS- American Indian Students; Asian American Students; *Collaboratives; Empowerment; Hispanic American Students

The conference reported in this document sought to do the following: (1) focus attention on the problem of underachieving minority students, and issue a call for action to improve their educational achievement; (2) promote dialogue on promising practices aimed at solving the problem; (3) foster collaboration on solutions among practitioners, policy makers, and researchers; (4) identify critical research and development (R&D) needs; and (5) identify significant testing and evaluation issues for future investigation. The 27 papers presented are grouped into 8 sections addressing the following topics: (1) our national dilemma (how to provide disadvantaged students with a meaningful education); (2) developing effective instructional programs; (3) reducing the number of dropouts; (4) preparing students for success at the postsecondary level; (5) helping limited English proficient students succeed; (6) improving teacher effectiveness; (7) the role of testing and evaluation; and (8) collaborative arrangements. The major findings of the conference are presented as a series of recommendations in answer to the following questions: (1) what are the most important keys to improving education for underachieving minority students; (2) what are the most significant impediments to implementing these key ideas; (3) what federal, state, and local actions (other than direct funding) would most help; and (4) how could R&D in educational testing and evaluation best contribute to solutions? An appendix provides the conference program and a list of presenters and attendees. (BJV)

ED 294 961 UD 026 189

Education and Community Renewal: Assessment of Need in Distressed Communities.

New York State Education Dept., Albany.

PUB DATE- Dec 87
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Change; *Community Problems; Community Study; *Community Surveys; Economic Factors; *Educational Needs; Housing Needs; *Needs Assessment; One Parent Family; *Poverty; Research Methodology; Secondary Education; *Social Problems; Social Services; Unemployment
IDENTIFIERS- *Community Renewal; New York

This report describes a preliminary methodology by which distressed communities may be identified using school districts as the basic unit for the presentation of data. Distress consists of a concentration of the following types of need: (1) economic; (2) social; and (3) educational. Distress was measured by an index that determined a district's concentration of these needs. Specific indicators for each of the distress dimensions are identified. Based on this preliminary definition, highly distressed areas within New York State are identified. These areas display the greatest need for an integrated approach to community problems. Tables, maps, and figures illustrate the data. (BJV)

ED 294 975 UD 026 207

Abrahamse, Allan F.; And Others
Beyond Stereotypes. Who Becomes a Single Teenage Mother?
Rand Corp., Santa Monica, Calif.

SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
REPORT NO.- ISBN-0-8330-0832-3; RAND-R-3489-HHS/NICHD
PUB DATE- Jan 88
NOTE- 101p.
GRANT- DHHS-APR000912; NICHHD-P50-HD12639
AVAILABLE FROM- The RAND Corporation, Publications Department, 1700 Main St., Santa Monica, CA 90406-2138 ($7.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Ability; Adolescents; Blacks; *Early Parenthood; Economic Factors; Family Planning; *Females; High Schools; High School Students; Hispanic Americans; Individual Differences; Intelligence Differences; One Parent Family; Parent Child Relationship; Peer Influence; *Pregnant Students; *Racial Differences; Religious Differences; Social Cognition; *Social Differences; Socioeconomic Status; Unwed Mothers; Whites

Analyzing data from the High School and Beyond survey on the behavior of 13,000 high school sophomore women over a two-year period, this document reveals the following facts about single motherhood: (1) young women with different background profiles exhibit markedly different rates of single parenthood; (2) because teenage women who become single mothers are a highly diverse population, not all are equally responsive to the same forms of social control; (3) background factors influencing single motherhood are race/ethnicity, academic ability, socioeconomic status, parenting, religious commitment, willingness, problem behavior, and opportunity costs; (4) distinct forms of social restraint predominate for Blacks, Whites, and Hispanics: close parental supervision for Blacks, high-quality parent relationship for Whites, and religious commitment for Hispanics; (5) the individual teenager's own awareness and perception of what she would stand to lose by becoming an early, unwed mother can act as a powerful deterrent; and (6) the influence of school peers exists only among Whites. Data are presented on 43 tables and figures. Appendices describe the construction of the analysis file, controlling for background and ability differences among individuals, and the derivation of other variables. An eight-page list of references is included. (BJV)

ED 294 856 SP 030 218

Dance Curricula Guidelines K-12.

American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Dance Association.

PUB DATE- 88
NOTE- 39p.
AVAILABLE FROM- National Dance Association, 1900 Association Dr., Reston, VA 22091 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Development; *Dance Education; Elementary Secondary Education; Guidelines; Movement Education

This monograph provides a resource guide for curriculum planners in dance education for grades kindergarten through 12. It is composed of broad guidelines and selected examples rather than specific program prescriptions in order that state and local curricula and courses of study may be developed according to the needs of the population they serve. The monograph deals with those forms of dance that are appropriate in an educational or school setting. A list of dance curriculum resources is appended as well as a list of selected National Dance Association publications. (JD)

ED 294 793 SO 018 853

AFS Orientation Handbook: Volume V.

AFS International/Intercultural Programs, Inc., New York, N.Y.

PUB DATE- 85
NOTE- 103p.; Some sections derived from the AFS Workshop on Intercultural Learning Content and Quality Standards (Otter Lake Haus, Quebec, Canada, February 27-29, 1984). For related document, see ED 283 746.
AVAILABLE FROM- The Intercultural Press, Inc., P.O. Box 768, Yarmouth, ME 04096 ($10.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adjustment (to Environment); *Cross Cultural Training; Cultural Activities; Cultural Exchange; *Cultural Traits; Exchange Programs; Guides; Instructional Materials; *International Educational Exchange; Multicultural Education; Orientation; *Orientation Materials; Secondary Education; Student Adjustment; *Student Exchange Programs; Study Abroad

Designed for use by persons who plan and lead orientation and cross-cultural training sessions for AFS students, natural and host families, and volunteers, this handbook implements and supports recommendations from an AFS workshop and ideas originating in Argentina, Australia, Canada, France, Germany, Italy, New Zealand, Sweden, and the United States. Section 1 introduces the document's purposes, and section 2 presents statements concerning the AFS program's content, learning objectives, and quality. Sections 3, 4, and 5 are resource guides to information concerning pre-departure, during-the-sojourn, and post-return orientations. Section 6 addresses: (1) describing a home community; (2) motivating host country volunteers; (3) investigating a host country community; (4) benefiting from the exchange experience; and (5) journal keeping. Section 7 offers an eight item annotated bibliography on approaches to foreign language learning and post-return orientations. Pictures and charts are included. (JHP)

ED 294 808   SO 019 172

Lockwood, Alan L.
Moral Education: Why Not in Public Secondary Schools?
National Center on Effective Secondary Schools, Madison, WI.
PUB DATE- 88
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Ethical Instruction; Moral Development; Moral Issues; Moral Values; Secondary Education; *Values Education

This article presents a framework for considering the problems involved in developing and implementing more education programs in public secondary schools in the United States. Barriers that exist to moral education in the schools include political, philosophical, and pedagogical problems. The major political problems are those of public consensus and the incendiary nature of debate over values in schooling. Three philosophical reasons for the malaise in moral education are: (1) lack of consensus on a definition of moral education; (2) inability to verify moral claims; and (3) the issues of moral autonomy. As long as moral education's meaning remains elusive, schools will have difficulty establishing it as part of the curriculum. All the conventional disciplines speak authoritatively to their topics, while moral education cannot point to an uncontested basis for validation. Many philosophers argue that moral judgments and actions are not fully developed unless they are freely chosen. Pedagogical barriers to moral education include: (1) problems in defining how moral education fits into the curriculum; (2) lack of relevant preparation in pre-service teacher education; and (3) lack of clear criteria or assessment devices for measuring the success of moral education. (SM)

ED 294 824 SO 019 222

Child, Jack
Antarctica: Arena for South American Cooperation or Conflict.
PUB DATE- 17 Mar 88
NOTE- 26p.; Paper presented at the International Congress of the Latin American Studies Association (14th, New Orleans, LA, March 17, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Area Studies; International Cooperation; International Law; International Organizations; *International Relations; *Natural Resources; Social Science Research; *World Affairs
IDENTIFIERS- *Antarctic; South America

A number of converging circumstances suggest that Antarctica may be a major object of geopolitical attention in South America in the decade to come. The Malvinas/Falklands crisis focused geopolitical attention on the South Atlantic and the chain of Southern (Austral) Islands which link the southern tip of South America to the Antarctic Peninsula. Factors contributing to the strategic and resource potential of this region are: (1) the speculation that there is oil and gas on or near the continent; (2) the great extent of living maritime resources (fish, krill, seals, whales); (3) the Drake Passage, considered an alternate route to the Panama Canal; and (4) the significance of the Antarctic Peninsula for control of South Atlantic sea lanes. Membership in the Antarctic Treaty System has continued to grow, giving more countries a stake in events occurring there. This geopolitical attention could acquire either a confrontational or cooperative tone. It seems likely that the South American nations will play a large role in the events taking place around Antarctic, and there exists possibilities for cooperative efforts in handling the resources of the Antarctic. (SM)

ED 294 840 SP 030 180

Sacks, Susan Riemer; Wilcox, Katherine Knight
Training Retired Teachers for the Transition to Mentoring.

PUB DATE- Apr 88
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; *Master Teachers; *Mentors; *Retraining; Teacher Attitudes; Teacher Behavior; Teacher Recruitment; *Teacher Retirement
IDENTIFIERS- Beginning Teacher Induction

State legislatures and school systems have mandated or recommended mentoring supports for inexperienced teachers. This paper describes a program designed to recruit retired New York City public school teachers to be trained to serve as mentors for newly hired teachers. The study of the training program focused on the interface between the training experiences and the retired teachers' attitudes and behaviors as they became involved in the complexities of mentoring. An essential perspective built into the training design was that retired teachers were viewed as master teachers with valued expertise. Selected retired teachers participated in three separate, intensive, four-day pre-school workshops of 18 hours each. The workshops included large and small group discussions, role playing, demonstrations, and analysis of videotapes. The results of an analysis of the program's effectiveness are presented in three sections: phases of the transition from master teacher to mentor, comparisons of elementary and secondary teachers during the initial training, and comparisons across training sessions. Three tables are included. (JD)

ED 294 873 SP 030 274

Sim, Wong-Kooi

Teacher Job Satisfaction and Some Associated Variables in Singapore.

PUB DATE- Apr 88
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Foreign Countries; Institutional Characteristics; *Job Satisfaction; Multiple Regression Analysis; Professional Development; Secondary Education; *Teacher Attitudes; Teacher Background; *Teacher Characteristics; Teacher Responsibility; Teacher Role; *Teacher Student Relationship; *Teaching Conditions
IDENTIFIERS- *Singapore

Questionnaire responses from 926 secondary school teachers were analysed in order to relate various background characteristics variables (classified as personal characteristics, professional characteristics, and school characteristics) and job characteristics (divided into conditions of work, roles and responsibilities, and teaching practices) to teacher job satisfaction variables. Using factor analysis, the two factors of overall satisfaction and work orientation were regressed on selected background characteristics variables as well as sets of higher order factors of the job characteristics variables. Arising from multiple regression analyses, conducive work environment, opportunities for professional development, and teacher-pupil rapport were found to be most predictive of overall satisfaction, whereas professional autonomy, pastoral role, and pupil behavior control were most likely to be associated with work orientation. Comparisons with the findings from the analysis of interview results and from cross-cultural comparisons among the countries found in the major study are strongly urged for arriving at more definitive suggestions for improving teacher job satisfaction. (Author)

ED 294 889 TM 011 451

Hinton, Geoffrey E.

Connectionist Learning Procedures.

Carnegie-Mellon Univ., Pittsburgh, Pa. Dept. of Computer Science.
SPONS. AGENCY- National Science Foundation, Washington, D.C.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- TR-CMU-CS-87-115
PUB DATE- Jun 87
NOTE- 70p.
CONTRACT- N00014-86-K-00167
GRANT- IST-8520359
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cognitive Processes; *Learning Processes; *Neurological Organization
IDENTIFIERS- *Connectionism

A major goal of research on networks of neuron-like processing units is to discover efficient learning procedures that allow these networks to construct complex internal representations of their environment. The learning procedures must be capable of modifying the connection strengths in such a way that internal units which are not part of the input or output come to represent important features of the task domain. Several interesting gradient-descent procedures have recently been discovered. Each connection computes the derivative, with respect to the connection strength, of a global measure of the error in the performance of the network. The strength is then adjusted in the direction that decreases the error. These relatively simple, gradient-descent learning procedures work well for small tasks and the new challenge is to find ways of improving the speed of learning so that they can be applied to larger, more realistic tasks. (Author)

ED 294 920 TM 011 663

Banerji, Madhabi

An Assessment of the Importance of Joseph Mayer Rice in American Educational Research.

PUB DATE- Apr 88
NOTE- 64p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Educational History; *Educational Research; *Literature Reviews; *Research Methodology
IDENTIFIERS- *Rice (Joseph Mayer)

Historical accounts of the American public school system vary on whether Joseph Mayer Rice, the 19th century physician-turned-journalist who wrote numerous studies aimed at educational reform, is important in the history of educational research and on the nature of his influence in the field. An examination of the treatment of Rice by educational writers of the past and present and a systematic study of Rice's original works provides insights into the following issues: (1) the existence of a viable model for educational research that could be called the "Rice Paradigm"; (2) the amenability to definition of the Rice Paradigm in terms of purpose, method, and assumptions; (3) the relevance of Rice's questions to contemporary researchers; and (4) the viability of the Rice Paradigm over the years. To answer these questions, the study combined the historical and empirical approaches. More specifically, the study proceeds from an analysis of Rice's major studies to an explanation of the Rice Paradigm. A survey of the literature in which Rice is cited allows determination of the exact areas where issues pertinent to Rice are addressed. Finally, a survey of a selected sample of recently published educational research studies are considered as empirical evidence of the contemporary relevance of the Rice Paradigm. Seven tables and a list of 46 references are presented. Population samples of educational research studies published in 1983 are tabulated, and instruments used in the analysis of research are appended. (TJH)

ED 294 934 UD 025 980

Grigsby, William; And Others
The Dynamics of Neighborhood Change and Decline.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Jun 86
NOTE- 134p.
LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Economic Status; *Housing Deficiencies; Housing Needs; *Low Income Groups; Low Rent Housing; Neighborhood Improvement; *Neighborhoods; Public Policy; Racial Composition; *Racial Segregation; *Residential Patterns; Slums; Social Differences; Social Integration; Urban Demography; Urban Improvement; Urban Population; Urban Renewal
IDENTIFIERS- Gentrification; Housing Market; Urban Development; *Urban Revitalization

The economic and physical decline of urban neighborhoods has become a widespread and widely misunderstood phenomenon in post-war America. It has not been restricted to aging central cities: most growing cities and many suburbs possess areas of decay as well. After decades of changing occupancy, dwellings have fallen into disrepair, and the quality of public facilities and services has also declined. But a scattering of neighborhoods, only recently regarded as hopelessly decayed, have experienced visible regeneration, often without material government assistance. Because these patterns of decline and rebirth are poorly understood, they raise important questions for analysis and policy. This essay examines the meaning and causes of neighborhood succession, and the relationship between succession and decline. The essay is divided into the following parts: (1) The Determinants of Spatial Separation of Income Groups; (2) Residential Neighborhoods and Submarkets: Some General Concepts; (3) The Concept of Neighborhood Succession; (4) A Framework for Analyzing Neighborhood Succession; (5) Processes and Causes of Neighborhood Succession; (6) The Causes of Neighborhood Physical Decline; (7) Neighborhood Abandonment; (8) Formulating Neighborhood Stabilization and Revitalization Strategies. Four figures are included. (BJV)

ED 294 962 UD 026 190

Wisconsin's Donated Food Distribution Program Handbook.
Wisconsin State Dept. of Public Instruction, Madison. Bureau for Food and Nutrition Services.
PUB DATE- Jan 88
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Civil Rights; Cooperative Programs; Coordination; Donors; Emergency Programs; Federal Aid; *Federal Programs; *Food; Food Handling Facilities; Program Guides; *Records (Forms); *Welfare Services
IDENTIFIERS- *Food Distribution Programs; Food Donation Program; Food Storage; School Lunch Program; *Wisconsin

This handbook describes the following aspects of the operation of the U.S. Department of Agriculture Donated Food Distribution Program in Wisconsin: (1) who can participate; (2) how Wisconsin gets commodities; (3) what types of commodities are available; (4) distribution and billing procedures; (5) commodity storage; (6) commodity processing; (7) commodities for disaster relief; (8) civil rights guidelines; and (9) other program information. Data are presented on three tables. Sample program forms are provided. Blank forms to be used by recipient agencies are provided in an appendix. (BJV)

ED 294 857 SP 030 219

Miller, Earlynn J.

Together We Create Art...With Roots in Folk Traditions. A Lecture-Exhibit-Performance.

American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Dance Association.
PUB DATE- 88
NOTE- 29p.; Lecture presented at the National Convention of the National Dance Association (Kansas City, MO, 1988).
AVAILABLE FROM- Margie R. Hanson, Executive Director, NDA, 1900 Association Drive, Reston, VA 22091 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; *Dance; Drama; *Fine Arts; *Folk Culture; Higher Education; *Manipulative Materials; Visual Aids

This presentation opens with a description of the multi-image slide program that accompanied the lecture on folk dance. Nonverbal content of the lecture-exhibit-performance is noted within brackets throughout the script. The lecture covers the subject of folk dance in the college/university dance curriculum, and the impact of folk traditions on contemporary art. A description is given of the creation and composition of the visual elements of the presentation. (JD)

ED 294 905 TM 011 570

Fraser, Barry J.; And Others
Combining Quantitative and Qualitative Methods in the Evaluation of an Alternative to Conventional High Schools.
SPONS. AGENCY- Western Australia Education Dept., Perth.
PUB DATE- Apr 88
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; *Continuation Students; Continuing Education; Foreign Countries; High Schools; *Nontraditional Education; Postsecondary Education; Reentry Students; School Effectiveness; Vocational Education
IDENTIFIERS- Australia; *Senior Colleges (Australia)

A report is provided of an evaluation of two "Senior Colleges" designed to offer viable alternatives to traditional secondary education for students above the age of compulsory schooling. The evaluation involved several researchers working independently and information collected using a variety of both quantitative and qualitative methods (including student and staff interviews and questionnaire surveys, nominal group procedures with staff, and administration of instruments assessing student perceptions of classroom-level and teacher perceptions of school-level environment). The most striking finding emerging from almost every aspect of the evaluation was the success of the Colleges in creating a positive ethos for both students and staff. Some of the areas of concern which were identified included a relatively low level of student cohesiveness, confusion about the purpose of the Colleges, the distracting behavior of some younger students, and staff's conditions of service. (Author)

ED 294 976 UD 026 208

Welfare Reform. Bibliographies of Case Management and Agency/Client Contracting. Fact Sheet for the Chairman, Committee on Governmental Affairs, U.S. Senate.

General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO/HRD-88-61FS
PUB DATE- Mar 88
NOTE- 53p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies are free; additional copies are $2.00 each).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reference Materials - Bibliographies (131)
DESCRIPTORS- Children; *Contracts; Counselor Client Relationship; Emotional Disturbances; Family (Sociological Unit); *Family Programs; Foster Care; Geriatrics; Learning Disabilities; Mental Health; Older Adults; Personal Care Homes; Social Science Research; *Welfare Services; Youth
IDENTIFIERS- *Agency Client Contracting; *Case Management; Client Relations; Contract Management

This document, prepared for the use of the Senate Committee on Governmental Affairs in considering proposed welfare legislation, comprises annotated bibliographies, most with abstracts, the following subjects: (1) case management; and (2) agency/client contracting. The cited literature includes books, journal articles, research reports, and doctoral dissertations published during the period 1980 to mid-1987. The abstracts for many of the works included were culled from computerized databases--NTIS (National Technical Information Service), ERIC (Educational Resources Information Center), Sociological Abstracts, PSYCINFO, Family Resources, and the OCLC and SCORPIO systems-covering the sociological and welfare areas. The bibliographies identify 109 literature citations for case management as applied in the social services field, and 9 citations for agency/client contracting as applied to the delivery and receipt of such services. Each entry includes author, title, date, availability and copyright-information. A subject index, by abstract number, is included. (BJV)

ED 294 794 SO 018 859

Stoops, John A.
On the Liberty of Nature and the Nature of Liberty.
PUB DATE- 6 May 87
NOTE- 6p.; Paper presented as an Introduction to the Colloquium on Synchrony of Government Regulation and Voluntary Accreditation before the Board of Trustees of the Middle States Association (Philadelphia, PA, May 6, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Constitutional History; Governmental Structure; Responsibility; *Social Responsibility; Social Theories
IDENTIFIERS- *Freedom; Interdependence; *Natural Systems; Synchrony; United States Constitution

Physiocratic idealism and capitalistic industrialism were the ideological theories from which the U.S. Constitution took its primary form. The Bill of Rights was added to insure that those who implemented the Constitution would abide by underlying natural values that promote life, spiritness, and growth. The framers of the Constitution saw a group of interdependent systems and devised three interdependent governmental systems that included

legislative, judicial, and executive branches. The powers of each branch of government is naturally limited by the powers of the other two, and the liberty of one ends where the liberties of the others begin. Each government branch has a necessary duty and a contingent liberty. The other societal systems include economics, education, public information, and transportation. Each system has its own duties and responsibilities. When one system intrudes upon another or intervenes in another system's activities, the balance of systems is disturbed. The natural order of systems needs to be studied in order to promote balance, harmony, and felicitous interaction among social systems. (JHP)

ED 294 809 SO 019 175

Foyle, Harvey C.
Homework: Going Beyond and Being Creative.
PUB DATE- 8 Apr 88
NOTE- 12p.; Paper presented at the Rocky Mountain Regional Conference of the National Council for the Social Studies (Salt Lake City, UT, April 8, 1988). For related document, see SO 019 176.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Creative Activities; Elementary Secondary Education; *Homework; Interviews; Social Studies; Surveys; *Teaching Methods

Extension and creative homework are discussed in this paper. Extension homework is assigned in order to transfer an idea or skill to a new or different situation. This form of homework is one way to develop reasoning and critical thinking skills. Examples of this type of homework are book and article reports. Creative homework requires students to compile skills and concepts in new and different ways. Examples of creative homework are surveys and oral reports. Students at any grade level can do surveys involving problem-solving in social situations. A creative homework assignment may be one in which students learn about some local, state, national, or international problem by interviewing their parents, neighbors, or city officials. Another way to encourage creativity is to have students work together in research projects that culminate in oral reports. Creative homework often involves the process of analysis. Forms for book, article, and oral reports, and surveys are provided. (SM)

ED 294 825 SO 019 229

Model Curriculum for Human Rights and Genocide.
California State Board of Education, Sacramento.
REPORT NO.- ISBN-0-8011-0725-3
PUB DATE- 87
NOTE- 73p.
AVAILABLE FROM- Bureau of Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($3.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil Liberties; *Civil Rights; Elementary Secondary Education; Global Approach; Instructional Materials; International Crimes; International Education; *Justice; Racial Segregation; Slavery; Social Studies
IDENTIFIERS- Apartheid; *Genocide

Concern for human rights is a major element in the California State Board of Education's "History-Social Science Framework for California Public Schools, Kindergarten through Grade Twelve," and this document contains resources and guidelines to help teachers and curriculum developers integrate the teaching of human rights into their courses. Part 1 of this document contains a model that can be used by developers of curricula. This section also provides the philosophical basis for including studies on human rights and genocide in the curriculum; the location in the History-Social Science Framework where these learnings can be integrated; and questions that will engage students in critical thinking on this topic. Part 2 contains curriculum resources to help school districts develop their history-social science curriculum. Appendix A is a summary of where human rights and genocide are addressed in the History-Social Science Framework and includes: (1) the goals and curricula that focus on human rights and genocide; (2) course descriptions; and (3) criteria for evaluating instructional materials. Appendix B offers vignettes that provide background to teachers on issues and events of human rights and genocide, including: (1) chapters 3, 5, and 6 of the Connecticut State Department of Education's resource guide, "Human Rights: The Struggle for Freedom, Dignity and Equality"; (2) "The Armenian Genocide"; (3) "The Ukrainian Genocide"; and (4) "Mass Murder and Genocide of Poles During World War II." (SM)

ED 294 841 SP 030 181

Ayers, William

Teaching and Being: Connecting Teachers' Accounts of Their Lives with Classroom Practice.

PUB DATE- Apr 88
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Autobiographies; Case Studies; *Personal Narratives; Preschool Education; Profiles; *Research Methodology; Self Actualization; *Teacher Attitudes; *Teacher Background; Teacher Motivation; *Teaching Experience

This paper demonstrates the use of the autobiographical method for understanding the complex personal perspectives of teachers as they reflect upon their lives as teachers and individuals. The perspective includes the intellectual, ethical, and emotional stance of the teacher who is engaged in, and reflecting upon teaching. The subjective experiences and the personal feelings of teachers are regarded as valuable for an understanding of teaching. Brief case studies are presented of four preschool teachers. To gather ethnographic and autobiographical information on the teachers they were observed in the classroom setting, interviewed to create for each a "life-narrative", and they engaged in personal correspondence with the author. In interviews, vignettes, and interpretive activities,the goal was to build up a store of reflective information about practice and background in order to develop the beginnings of a thoughtful co-biographical narrative. A discussion is presented on the value of using an autobiographical method to achieve a deeper understanding of the teacher's art. (JD)

ED 294 890 TM 011 469

Natriello, Gary
Evaluation Processes in Schools and Classrooms. Report No. 12. May, 1987.
Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 87
NOTE- 98p.
GRANT- OERI-G-86-0006
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Classroom Research; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Literature Reviews; *Models; Research Design; Student Evaluation

Literature relating to evaluation processes in schools and classrooms is reviewed to develop a conceptual framework for integrating research on such evaluation processes. This report was prepared by the Middle School program. Commentary and research on elements of the evaluation process are examined in this framework, and the ways in which formal programs and policies have impact on evaluation are considered. The framework here presented is summarized as: (1) establishing evaluation purposes; (2) assigning tasks to students; (3) setting student performance criteria; (4) setting performance standards; (5) sampling information on student performance; (6) assessing student performance; (7) providing feedback to students; and (8) monitoring outcomes of evaluation. This framework is a first step toward the comprehensive framework needed for effective evaluation. A 13-page list of references and four tables are presented. (SLD)

ED 294 921 TM 011 666

Entwistle, Noel; And Others
Motivation, Attributions, and Approaches to Learning in British and Hungarian Secondary Schools.
PUB DATE- Apr 88
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Affective Behavior; Attribution Theory; Cognitive Objectives; *Cross Cultural Studies; Failure; Foreign Countries; *Learning Motivation; Moral Values; *Secondary Education; *Self Concept; Study Skills; Success
IDENTIFIERS- Extrinsic Motivation; Hungary; Intrinsic Motivation; United Kingdom

This programmatic series of three studies compares, in British and Hungarian secondary schools, two contrasting conceptualizations of motivation and successively relates them to approaches to learning and studying and then to indices of self-concept and attributions of success and failure. The first conceptualization was developed in Hungary and involves three domains of school motivation: (1) affective; (2) cognitive; and (3) moral. The first study explored the factor structure in the two countries of an inventory designed to operationalize this first set of concepts. The second conceptualization focused on intrinsic, extrinsic and achievement factors as well as fear of failure. In research at the university level, these forms of motivation have been found to relate to qualitative differences in approaches to learning and studying. The second study used an extended inventory to investigate the interrelationships between the two conceptualizations of motivation and approaches to learning and studying. Finally, an instrument was developed to assess students' attributions of success and failure and the feelings associated with those attributions. Factor analysis indicated identical factor structures in all of the instruments developed for the two countries. The analyses enabled a more complete mapping of the components of school motivation to be achieved. Eleven tables are included. (Author/TJH)

ED 294 949 UD 026 177

Comer, James; And Others
Our National Dilemma.
PUB DATE- Nov 87
NOTE- 40p.; In: Making Schools Work for Underachieving Minority Students: Next Steps for Research, Policy, and Practice. Proceedings of the Conference, see UD 026 176.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Black History; *Black Students; Early Experience; *Educational Improvement; Educationally Disadvantaged; Elementary Secondary Education; Equal Education; *Family School Relationship; Hispanic Americans; Lower Class Students; *Minority Group Children; Minority Group Tea[illegible]s; Parent Participation; Parent Student Relationship; Program De[illegible]pment; Racial Bias; School Business Relationship; *School Community Relationship; Social Attitudes; Teacher Education; *Underachievement; Urban Education
IDENTIFIERS- *Collaboratives; Empowerment

The three conference papers presented in this document are grouped under the general heading, "Our National Dilemma," and deal with issues involved in providing disadvantaged students with a quality education. The first paper, "Building Quality Relationships" (James Comer), discusses the need to improve the quality of relationships between home and school, and between adults and children. Preschool experiences are important sources of these relationships. The black experience in America created conditions that disconnected black families from the mainstream of society, and denied many black children the kinds of preschool experiences that would allow them to succeed in school. The second paper, entitled "The Educationally Disadvantaged Are Still among Us" (Henry Levin), discusses the new reforms and the disadvantaged and the social consequences of inaction. A discussion on what needs to be done is provided, and a new approach--the establishment of Accelerated Schools for the Disadvantaged--is suggested. The third paper, "Understanding the Dimensions of Our Problem" (Samuel Betances), presents a personal account of the experiences of a black Puerto Rican in America. Educators who teach minorities from dominant/host society enclaves should focus on empowering them with job skills, and the skills to reject rejection. Businesses should sponsor evening tutoring centers for children whose parents are unable to help them at home. (BJV)

ED 294 963 UD 026 191

Bruno, Rosalind R.
School Enrollment--Social and Economic Characteristics of Students: October 1985 and 1984. Current Population Reports: Population Characteristics.
Bureau of the Census (DOC), Suitland, Md. Population Div.
PUB DATE- Apr 88
NOTE- 151p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Collected Works - Serials (022)
DESCRIPTORS- College Students; Educational Attainment; Elementary Secondary Education; Enrollment; *Enrollment Rate; *Enrollment Trends; Ethnic Status; Family Status; Marital Status; Postsecondary Education; Preschool Education; Socioeconomic Status; *Statistical Data; *Student Characteristics

Using data from the October supplements to the Current Population Survey (CPS), collected in 1984 and 1985, this report presents statistical information on students in the United States attending nursery school through college by age, race, Spanish origin, sex, marital status, household relationship, residence, and family income. The data are limited to the enrollment of civilian noninstitutional population in regular schools, and thus exclude enrollments in vocational schools, adult education classes, and special schools. The report also includes summary data from earlier CPS surveys, and a discussion of recent enrollment trends. The following highlights are included: (1) elementary and high school enrollment was 40.8 million in 1985, down from 46.1 million in 1975; (2) enrollment rates of 6- to 15-year-olds remained essentially the same, while the enrollment rates of 16- and 17-year olds grew slightly; (3) there were 12.5 million college students in 1985, 15 percent above enrollment in 1975; (4) the college enrollment rate of black 18- to 21-year-olds remained at 25 percent from 1975 to 1985, and the proportion of the age group who were high school dropouts declined by 10 percentage points to 17 percent; (5) preprimary enrollment of 3- to 5-year-olds was 5.9 million in 1985, an 18 percent increase from 1975 (due partially to a rise in the number of 3- to 5-year-olds); (6) in 1985, 38 percent of kindergarten students attended all day, up from 14 percent in 1970; and (7) in 1985, 34 percent of nursery school students attended all day, compared with 27 percent in 1970. Tables and figures illustrate the data. Appendices provide supplementary tables, definitions and explanations, and a discussion of the source and reliability of the estimates. (BJV)

ED 294 858 SP 030 222

McConnell, David M.; LeCapitaine, John E.

The Effects of Group Creativity Training on Teachers' Empathy and Interactions with Students.

PUB DATE- 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Empathy; *Interaction Process Analysis; Interpersonal Competence; Program Effectiveness; Secondary Education; *Student Motivation; *Teacher Behavior; *Teacher Student Relationship
IDENTIFIERS- California Psychological Inventory; Teacher Behavior Description Questionnaire

This study examined the effects of group creativity training upon teachers' empathy and interactions with students as perceived by students and teachers. A group of 26 secondary teachers were divided into an experimental and a control group and were administered the McConnell revised Teacher Behavior Description Questionnaire (TBDQ) and the California Psychological Inventory Empathy Scale (CPI) prior to and following treatment. The treatment consisted of 40 hours of creativity training conducted at Synectics, Inc., of Cambridge, Massachusetts. This training emphasized experimentalism, idea development, positive interaction and empathic responses. It was concluded that the experimental group manifested statistically significant increases in empathy in comparison to the control group. There were no statistically significant differences between the groups with respect to the four subscales of the TBDQ. However, the control group did manifest statistically significant increases on the TBDQ Teacher Actual Behavior and Student-rated Actual Behavior subscales. Following the training, teachers reported that they were more open with student ideas and responses, reinforced students, allowed experimentation, and listened more intently to student input. (JD)

ED 294 874   SP 030 275

Raymond, Danielle; Surprenant, Marguerite
Investigating Teachers' Knowledge through Ethnographic and Biographical Approaches: A Case Study.
PUB DATE- Apr 88
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Biographies; Case Studies; Developmental Stages; Elementary Education; *Ethnography; Foreign Countries; *Knowledge Level; *Research Methodology; Teacher Attitudes; *Teacher Background; *Teaching Experience
IDENTIFIERS- Canada

This paper describes the process of investigating a teacher's knowledge and pedagogical philosophy through using a biographical rendition of a teacher's knowledge grounded in a construction of present teaching practice, based on ethnographic data. A case study is presented demonstrating how a major component of one teacher's present knowledge of her practice, the "idea of responsibility", has changed throughout her career. A discussion is presented illustrating how a grounded conceptualization of this teacher's present pedagogy emerged from an ethnographic approach to her actions in the classroom. Following a description of what the "idea of responsibility" means in terms of her current teaching practices, its various manifestations at different moments in the teacher's life are examined, as well as how transformations occurred in the teacher's thinking. Some issues concerning the potential of combined ethographic and biographical approaches to the study of teacher's knowledge as a process are raised. In Part One of the paper, an outline is given of the ethnographic study, how data were collected and interpreted, and the progressive stages of the ethnographic investigation. A discussion is offered on her philosophy of teaching, approach to children, conception of learning and subject matters, and curriculum materials, and how she transforms theory into practice. In Part Two, the collection of biographical data and their interpretation is discussed. Concluding comments offer reflections on the validity of combining ethographic and biographical approaches in the study of the formation of a teacher's pedagogy. (JD)

ED 294 906 TM 011 578

Murphy, Edward J.; And Others
Bias Review Methods for a Teacher Certification Testing Program.

PUB DATE- Apr 88
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Teacher Certification; Teacher Evaluation; *Test Bias; Test Construction; *Testing Programs
IDENTIFIERS- *Illinois Certification Testing System

Bias prevention activities undertaken as part of the development process for a major teacher certification testing program in Illinois are described. Because bias concerns were a major issue in planning and implementing the program, three distinct committees were formed to help prevent bias: (1) a bias review committee; (2) a content advisory committee; and (3) a technical review committee. Both statistical and judgmental procedures were used to detect bias, but the small pools of examinees in many fields limited statistical applications. Judgments of educators were the only means of detecting bias in many cases. Additional statistical methods were planned as the program moved into full implementation. An appendix contains the test field codes for the certification testing system. (SLD)

ED 294 935 UD 026 110

Gaul, Joan
The Local Education Fund. A Handbook.
Public Education Fund, Pittsburgh, PA.
PUB DATE- 88
NOTE- 28p.; For companion resource guide, see UD 026 111.
AVAILABLE FROM- Public Education Fund Network, 600 Grant Street, Suite 4444, Pittsburgh, PA 15219 (free; A videotape supplementing the guide may be borrowed and copied free of charge.)
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Action; Educational Facilities Improvement; Educational Improvement; Elementary Secondary Education; Nonprofit Organizations; Program Budgeting; Program Design; *Program Development; Program Guides; *Program Implementation; *School Business Relationship; *School Community Programs; *School Community Relationship
IDENTIFIERS- Partnerships

A Local Education Fund (LEF) is a third-party, nonprofit entity whose agenda, at least in part, consists of developing supportive community and private sector relationships with a public school system. It provides limited private sector support to launch initiatives and broker relationships leading toward school improvement. LEFs are funded and assisted by the Public Education Fund. This handbook is intended to help communities of diverse size and population to develop LEFs that meet local needs. It explores the following areas basic to the creation, understanding, and support of this new type of community organization: (1) the nature of an LEF; (2) determining need, assessing potential, and convening leadership in the local community; (3) organizing a LEF, its mission, structure, board of directors, bylaws, committees, meetings, staff, and office; (4) the business of an LEF, including brokering, convening, program implementation, small grants, and public information; and (5) funding an LEF. Thirteen steps to organize an LEF are suggested. Black and white photographs illustrate the text. (BJV)

ED 294 810 SO 019 176

Foyle, Harvey D.
Homework: Additional Selected References.
PUB DATE- 8 Apr 88
NOTE- 6p.; Paper presented at the Rocky Mountain Regional Conference of the National Council for the Social Studies (Salt Lake City, UT, April 8, 1988). For the original reference list, see ED 250 275; for related document, see SO 019 175.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reference Materials - Bibliographies (131)
DESCRIPTORS- Elementary Secondary Education; *Homework; Information Sources; Reference Materials

This bibliography is intended to be an up-date of a previous document entitled "Homework: Selected References" (1984). It lists many of the articles that were generated as a result of the educational report, "A Nation at Risk" (National Commission, 1983). The bibliography includes over 50 books, articles, and research reports on the subject of homework. (SM)

ED 294 891 TM 011 470

Slavin, Robert E.
Mastery Learning Reconsidered. Report No. 7. January, 1987.
Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 87
NOTE- 84p.
GRANT- OERI-G-86-0006
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; *Elementary Secondary Education; Literature Reviews; *Mastery Learning; Mastery Tests; Meta Analysis
IDENTIFIERS- Best Evidence Synthesis

Literature on achievement effects of practical applications of group-based mastery learning in elementary and secondary schools over at least four weeks is examined, using the best-evidence synthesis review technique (a combination of meta-analysis and narrative reviews). There was essentially no evidence to support the effectiveness of group-based mastery learning on standardized achievement measures. Effects were generally positive, though moderate, on experimenter-made measures, with little evidence that they were maintained over time. These findings suggest the need for increased efforts to see how the compelling theories underlying mastery learning can achieve their potential. A 13-page list of references and three tables are presented. (SLD)

ED 294 977 UD 026 209

Wittet, Scott; Wong, Debbie
Helping Your Child To Be Safe. English, Cambodian, and Lao Languages.
King County Rape Relief, Renton, WA.
PUB DATE- 87
NOTE- 43p.
LANGUAGE- English; Cambodian; Lao
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Asian Americans; Cambodian; Child Abuse; Lao; *Multilingual Materials; Parent Child Relationship; Parent Materials; *Parent Role; *Prevention; Rape; Refugees; *Sexual Abuse; Sexual Harassment; Victims of Crime
IDENTIFIERS- Southeast Asians

This illustrated booklet on child sexual abuse was designed especially for Southeast Asian refugees to the United States. The text is provided in English, Cambodian, and Lao. Three short stories illustrating sexual assault cases are provided. The following topics are discussed: (1) what sexual assault is; (2) how it happens; (3) who commits it; (4) who the victims are; (5) how sexual assault hurts victims; (6) how to encourage a victim to talk about sexual assault; (7) how parents can protect their children; (8) how to know if one's child has been sexually assaulted; and (9) what to do if one's child reveals that he or she has been sexually assaulted. A short glossary is included. (BJV)

ED 294 795 SO 018 868

Fryman, James F.
The Community Atlas As an Educational Tool. Community Mapping: Developing a Geographic Perspective.
PUB DATE- 86
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cartography; *Community; Community Characteristics; *Demography; *Geography; Instructional Materials; *Maps; Neighborhoods; Secondary Education; Social Studies; Teaching Methods
IDENTIFIERS- *Choropleth Maps; Iowa; *Scattergrams

This document describes how to construct and compare choropleth maps for selected Iowa communities and the construction and use of scatter diagrams as a supplement to map comparisons. These tools can be used to compare social, economic, and political variations between neighborhoods and to determine if associations exist between selected variables. How to construct a choropleth map is outlined, along with the quartile, equal interval, and natural breaks classification methods. Scatter diagram construction is presented, and examples of how to interpret these graphs are featured. Tables, maps, graphs, and a list of eight sources that provide information useful for mapping local areas are included. (JHP)

ED 294 826 SO 019 258

The Balancing Act: How Utility Rates Are Decided.
Teacher/Facilitator's Guide.

American Gas Association, Arlington, VA. Educational Services.

PUB DATE- 87
NOTE- 48p.; For related document, see SO 019 259. An educational videotape entitled "The Balancing Act" (Tapes N50012 and N50015) is intended to be used with this guide.
AVAILABLE FROM- American Gas Association, 1515 Wilson Boulevard, Arlington, VA 22209. These materials may also be available from local utility companies (gas, water, electric, and telephone).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Consumer Education; Cost Estimates; *Costs; Decision Making; Economics Education; Energy; *Energy Education; Energy Management; Instructional Materials; Resource Materials; Resource Units; Secondary Education; Social Studies; Telephone Communications Systems; Units of Study; *Utilities; Water Resources

Designed for secondary level students, this guide describes the process of establishing utility rates for gas, electricity, telephone, or water services. Insights are presented into the parties and interests involved in rate changes, along with procedures and issues that influence decision-making. The goals of this teaching guide include: (1) understanding the basic processes of utility ratemaking; (2) learning how this process accommodates the needs of all affected constituents; and (3) refining communication, critical thinking, and decision-making skills. Lesson plans are included for two, three, and five day units. Teacher background materials, lesson notes, student worksheets, a pre-test, a post-test, a simulated case study, suggestions for expanded activities, and a nine item bibliography are included. An appended separate booklet introduces the contents of an accompanying educational videotape entitled "The Balancing Act." Key issues dealt with by the tape include: (1) utility investment; (2) the treatment of utility expenses; (3) utility profit; and (4) rate design. The roles of a utility, a regulatory commission, and residential, industrial, and commercial customers in the rate establishment process are defined, and the sequence of events that occurs in seeking increased rates is outlined. A typical rate case is simulated and a glossary of terms is included. (JHP)

ED 294 842 SP 030 182

Carlsen, William S.; Wilson, Suzanne M.

Responding to Student Questions: The Effects of Teacher Subject-Matter Knowledge and Experience on Teacher Discourse Strategies.

PUB DATE- Apr 88

NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Connected Discourse; *Dialogs (Language); *Discourse Analysis; *Educational Background; High Schools; Interpersonal Communication; Secondary School Teachers; *Teacher Response; *Teaching Experience; Teaching Methods

This paper analyzes responses by 20 high school history teachers to student questions about the beginning of the American Revolution. The teachers viewed a 15-minute videtape on the subject, responded to a series of scripted questions read by student actors, and later reflected in writing on their teaching performance. The teachers varied by gender, race, years of teaching experience, and level of formal education. Videotapes of each administration were analyzed and the written records were studied in an effort to describe the effects of prior teaching experience and formal education on teacher discourse. An analysis of the discourse strategies of the teachers indicated that related to teaching experience were: (1) length of responses; (2) factual content of responses; (3) relating history to students' personal experiences; (4) use of humor; (5) meta-talk on the questions; and (6) follow-up to students. The level of formal education was related to strategies 2 and 3 only. (Author/JD)

ED 294 859 SP 030 224

Russell, Tom; Johnston, Phyllis

Teachers Learning from Experiences of Teaching: Analyses Based on Metaphor and Reflection.

PUB DATE- Apr 88
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Development; *Concept Formation; *Developmental Stages; Elementary Secondary Education; *Experiential Learning; *Teacher Attitudes; Teacher Student Relationship; *Teaching Experience; Theory Practice Relationship

This study on how teachers learn from experience to teach, explores teachers' recognitions of and responses to puzzles and surprises in the classroom when they involve coming to see in new ways the classroom setting and their personal role within it. Interview and observation data from four teachers provided the information for an analysis of this topic. A pattern is seen of development in teachers' awareness of the events of their practice. Initially, awareness is at the level of becoming familiar with strategies with which one is comfortable and capable. Another level involves "fine tuning" one's strategies. At both levels, teachers are seeing their practice within a constant frame, and are unlikely to be attentive to the "back talk" from their classrooms. At another level, teachers are able to listen to students and to their practices, to reflect on puzzling situations, and begin to see their teaching in a new frame. This seeing practice differently is played out in the actions of teaching and is not necessarily thought out. Brief case histories are given of the four teachers studied, each of whom demonstrates teacher thinking at some point in the developmental continuum of learning to teach. (JD)

ED 294 907 TM 011 600

Sawada, Daiyo; Pothier, Yvonne
Designs for Emerging Order in Qualitative Research: An Alternative Perspective.
PUB DATE- Apr 88
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Research; *Qualitative Research; *Research Methodology
IDENTIFIERS- *Dissipative Structures Theory; *Emerging Order

As an alternative to traditional methodology in education research, an approach transcending the distinction between quantitative and qualitative perspectives is suggested. Emerging insights in qualitative research can be enhanced by beginning with the phenomenon of emerging order. The theory of Dissipative Structures suggests that research designs of the traditional experimental type are not appropriate environments for the emergence of spontaneous order. A research paradigm is needed to nurture

far-from-equilibrium systems. The concept of autopoiesis may provide a way of conceptualizing such paradigms. Formalized as an autopoietic conversational paradigm, the conversational paradigm proposed is a social extension of the autopoiesis of the child embodied as a conversational system, in which the ongoing recursiveness of the child gives rise to an emerging order of higher coherence. (SLD)

ED 294 950 UD 026 178

Sizemore, Barbara; And Others
Developing Effective Instructional Programs.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 87
NOTE- 26p.; In: Making Schools Work for Underachieving Minority Students: Next Steps for Research, Policy, and Practice. Proceedings of the Conference, see UD 026 176.
GRANT- OERI-G-86-90003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Bilingual Education; Bilingual Students; Black Culture; Black Students; *Educational Improvement; Elementary Secondary Education; Equal Education; Family School Relationship; High Achievement; Limited English Speaking; Minority Group Children; Principals; *Program Development; *School Effectiveness; Teacher Attitudes; Teacher Education; Underachievement; Urban Education
IDENTIFIERS- California; *Collaboratives; Empowerment; Hispanic American Students

A group of three conference papers, all addressing effective instructional programs, is presented in this document. The first paper, entitled "The Organization--A Viable Instrument for Progress" (Barbara Sizemore), addresses the subject of high-achieving, predominantly black elementary schools. Routines in these schools not present in low-achieving black schools are identified. Principals in high-achieving schools changed the structure of the school and the attitudes of the teachers to adapt to the needs of black students. The second paper, "Equity, Relevance, and Will" (Kati Haycock), asserts that equal opportunity does not exist: schools that serve minority children have fewer resources than other schools, and tracking often sorts minorities into lower ability groups. Minorities, therefore, are often not as well prepared for college as are their majority counterparts. Components of high-achieving schools are identified. Principals should be allowed to bring about change, and schools should build leadership teams to help minorities succeed. The third paper, "Effective Instructional Approaches to Bilingual Education" (Fred Tempes), describes the California State Department of Education's attempt to implement a consistent pedagogy across bilingual programs in California. The positive and negative effects of bilingualism are examined. Non-English speaking students in five schools learned all their subject area material in Spanish, and were gradually taught in English. The program appeared to be successful. (BJV)

ED 294 964 UD 026 192

Estimates of the Population of Puerto Rico and the Outlying Areas: 1980 to 1986.

Bureau of the Census (DOC), Suitland, Md. Population Div.

PUB DATE- Jul 87
NOTE- 10p. For 1980-1983 report, see ED 252 618.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
Legal/Legislative/Regulatory Materials (090) Collected Works - Serials (022)
DESCRIPTORS- Birth Rate; Death; *Demography; *Geographic Regions; Migration; *Population Growth; *Population Trends
IDENTIFIERS- American Samoa; Guam; Northern Mariana Islands; Puerto Rico; *United States Territories; Virgin Islands

This report presents estimates of the population for 1980 to 1986 for Puerto Rico, the American Virgin Islands, American Samoa, Guam, and the Northern Mariana Islands. Census counts for 1980 are also shown for each of the areas. Except for Puerto Rico, all of the areas are growing at a rate well above that of the United States (6.4 percent). Of all the areas, Guam has exhibited the most growth since 1980--19.6 percent. Although both Puerto Rico and the Virgin Islands have increased in population since 1980, both experienced population declines between 1985 and 1986: the Virgin Islands declined by 1.2 percent, Puerto Rico by 0.3 percent. The components of population decline are natural change (births minus deaths) and net migration (immigrants minus emigrants). Limitations of the estimates are discussed. Maps of the areas discussed are provided. Three tables illustrate the data. (BJV)

ED 294 811 SO 019 179

Hawkes, Glenn W.; And Others
What about the Children? The Threat of Nuclear War and Our Responsibility To Preserve This Planet for Future Generations. Samantha Smith Edition.
Parents and Teachers for Social Responsibility, Moretown, VT.
PUB DATE- Jan 87
NOTE- 23p.; For earlier edition, see ED 238 531. Russian language edition available.
AVAILABLE FROM- Parents and Teachers for Social Responsibility, Inc., Box 517, Moretown, VT ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Children; *Child Welfare; Citizen Participation; Disarmament; *Global Approach; International Relations; National Security; *Nuclear Warfare; World Problems

The purpose of this booklet is to encourage global action that will protect children from the threat of nuclear war. A number of specific steps are suggested to reduce this threat, including: (1) finding 10 minutes per week to work on an anti-war project; (2) supporting anti-nuclear organizations; (3) joining anti-war organizations; (4) sharing pertinent information with others; (5) understanding a system; (6) organizing street lobbies; (7) utilizing the media; (8) challenging the experts; (9) pressuring public servants; (10) sponsoring a resolution or conference; and (11) engaging in citizen diplomacy. The booklet concludes with a list of organizations working for international peace. (SM)

ED 294 875 SP 030 276

Niemi, Hannele M.
Is Teaching Also a Moral Craft for Secondary School Teachers? Cognitive and Emotional Processes of Student Teachers in Professional Development During Teacher Education.
PUB DATE- Apr 88
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Affective Behavior; *Cognitive Development; *Emotional Experience; Foreign Countries; Higher Education; Preservice Teacher Education; Psychological Patterns; Secondary Education; *Secondary School Teachers; *Student Teachers; Teacher Behavior; Teacher Education Curriculum
IDENTIFIERS- Finland

An introductory overview is presented of current Finnish and American research into secondary school teaching as both a moral and technical endeavor. The described research study sought a comprehensive view of what happens in a student teacher's professional development during teacher education. The following problems were researched: (1) what kind of individual qualities such as personality, attitudes toward teaching, the teaching profession and the teacher's role do secondary school student teachers have and what connections do these qualities have with their professional development; (2) what emotional processes and problems do students have concerning teaching practice and training when engaged in a teacher education program; (3) what cognitive processes does a teacher education program awaken in students and what are students' conceptions about the relevance of the teacher education curriculum to their eventual work as teachers; and (4) what interrelations exist between those three problem areas. (JD)

ED 294 922 TM 011 671

Law, Nancy
Knowledge Structures: Where Can We Find Them?
SPONS. AGENCY- Hong Kong Univ.
PUB DATE- Apr 88
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
GRANT- 335-053-0007; 336-053-0001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Structures; *Expert Systems; Foreign Countries; High School Students; Inferences; Intuition; *Knowledge Level; Motion; Physics; *Programing; *Science Education; Secondary Education
IDENTIFIERS- Hong Kong; *PROLOG Programing Language

Knowledge elicitation through programming was studied to determine students' intuitive ideas about motion. The subjects, 17-year-old sixth-form science students and 14-year-old third-form students, were asked to write expert systems programs about motion; and their interactions with their own knowledge were observed. The 17-year-old students had just completed a 2-year Physics course, and the 14-year-old students had received no formal instruction in Physics. The PROLOG programming language was chosen, since it provides a declarative programming environment and a built-in logical inference mechanism allowing the user to simply declare the relevant facts and inference rules; the resulting knowledge base can be put to work without extra programming effort. Results from the preliminary analyses indicate that it is possible to determine a students' conceptual framework regarding motion through PROLOG programming. It appears that the intuitive ideas are not compartmentalized with respect to learned physics concepts, but rather become woven into their own intuitive way of looking at the world of motion. The nature of integration depends largely on how well structured their own knowledge base about motion is. Three flowcharts are presented. (TJH)

ED 294 936 UD 026 111

The Local Education Fund. A Resource Guide.
Public Education Fund, Pittsburgh, PA.
PUB DATE- 88
NOTE- 49p.; For companion handbook, see UD 026 110.
AVAILABLE FROM- Public Education Fund Network, 600 Grant Street, Suite 4444, Pittsburgh, PA 15219 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Community Action; Educational Facilities Improvement; Educational Improvement; Elementary Secondary Education; Fund Raising; Nonprofit Organizations; *Program Administration; Program Budgeting; Program Design; *Program Development; *Program Guides; *School Business Relationship; *School Community Programs; *School Community Relationship
IDENTIFIERS- Partnerships

A Local Education Fund (LEF) is a third-party, nonprofit entity whose agenda, at least in part, consists of developing supportive community and private sector relationships with a public school system. It provides limited private sector support to launch initiatives and broker relationships leading toward school improvement. LEFs are funded by the Public Education Fund. There are 50 LEFs around the country. This resource guide contains the following materials--drawn from the files of Public Education Fund grantees around the country--on setting up an LEF: (1) steps to organize an LEF; (2) sample LEF mission statements; (2) sample LEF Steering Committee, by institutional and civic affiliation; (3) LEFs associated with civic and community organizations; (4) sample LEF Board of Directors, by institutional affiliation; (5) sample LEF bylaws; (6) sample LEF Board Member Manual Table of Contents; (7) sample job description, LEF Executive Director, full- and part-time; (8) LEFs with part-time directors; (9) sample LEF program initiatives; (10) fund raising--LEF strategies, LEF activities, and a bibliography; and (11) a list of the 50 Public Education Fund grantees and two affiliated but unfunded organizations. Each of the materials is referenced to a corrdsponding section of "The Local Education Fund. A Handbook." (BJV)

ED 294 978 UD 026 210

Wittet, Scott; Wong, Debbie
Helping Your Child To Be Safe. English, Chinese, and Vietnamese Languages.
King County Rape Relief, Renton, WA.
PUB DATE- 87
NOTE- 43p.
LANGUAGE- English; Chinese; Vietnamese

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Asian Americans; Child Abuse; Chinese; *Multilingual Materials; Parent Child Relationship; Parent Materials; *Parent Role; *Prevention; Rape; Refugees; *Sexual Abuse; Sexual Harassment; Victims of Crime; Vietnamese
IDENTIFIERS- Southeast Asians

This illustrated booklet on child sexual abuse was designed especially for Southeast Asian refugees to the United States. The text is provided in English, Chinese and Vietnamese. Three short stories illustrating sexual assault cases are provided. The following topics are discussed: (1) what sexual assault is; (2) how it happens; (3) who commits it; (4) who the victims are; (5) how sexual assault hurts victims; (6) how to encourage a victim to talk about sexual assault; (7) how parents can protect their children; (8) how to know if one's child has been sexually assaulted; and (9) what to do if one's child reveals that he or she has been sexually assaulted. A short glossary is included. (BJV)

Abbott, Robert D.
Instructional Uses of Microcomputers. Summary of 1984-1986 Projects.
18p. 1mf. L1 ED 294 572

Abida, Toufik
Spoken Tunisian Arabic. First Draft.
60p. 1mf. L1 ED 294 424

Abler, Rose M.
Freshmen Sexual Attitudes and Behaviors Over a 15-Year Period. Research Report #20-87.
28p. 1mf. L1 ED 294 121

Abrahamse, Allan F.
Beyond Stereotypes. Who Becomes a Single Teenage Mother?
101p. 2mf. L2 ED 294 975

Abrams, Mary, Ed.
Your Computerized Classroom: Using Computers with Hearing Impaired Students.
113p. 2mf. L2 ED 294 406

Adey, Phillip
Accelerating the Development of Formal Thinking in Middle and High School Students.
22p. 1mf. L1 ED 294 914

Agee, Janice Lowen
Here They Come: Ready or Not! Report of the School Readiness Task Force.
33p. 1mf. L2 ED 294 697

Ahearn, Mary
Financial Performance of Specialized Cotton Farms. Agriculture Information Bulletin Number 538.
17p. 1mf. L1 ED 294 032

Aiex, Nola Kortner
New York City: Musically Speaking.
16p. 1mf. L1 ED 294 293

Aitken, Joan E.
Stephenson's Q Methodology: A Unique Tool for Research and Instruction.
35p. 1mf. L1 ED 294 271

Albert, Robert S.
Exceptionally Gifted Children's Personality Dispositions, and Their Relationship to Parental Personality and the Family Environment.
16p. 1mf. L1 ED 294 337

Allen, Nancy L.
Standard Errors of Correlations Adjusted for Incidental Selection.
22p. 1mf. L1 ED 294 929

Allen, Peter F.
Use Made in Economics and Allied Subjects of Material Supplied by Industry. Research Papers in Economics Education #11.
33p. 1mf. L1 ED 294 782

Allen, Tom
Performance Contracting.
22p. 1mf. L1 ED 294 300

Alonso, Corrine
Problem Solving and Literature.
8p. 1mf. L1 ED 294 185

Ambrose, Richard P.
Holmes Group and Carnegie Reports: Teacher Corps Rediscovered?
11p. 1mf. L1 ED 294 855

Amor, David L.
State/Media Relations in Developing Nations: The Case of the Republic of Kenya.
60p. 1mf. L1 ED 294 223

Amos, Arthur K., Jr.
Advising at UC Davis: A Report of Student Opinions.
23p. 1mf. L1 ED 294 490

Amuah, Isaac K.
New Approach towards Curriculum Design.
16p. 1mf. L1 ED 294 750

Anang, Arlene
What's So Hard about Staff Development? A Study in Face-to-Face Interaction. Occasional Paper No. 14.
18p. 1mf. L1 ED 294 836

Anderson, Brandi, Ed.
"We the People": Judge William Wayne Justice and Other East Texans on the Constitution.
85p. 1mf. L1 ED 294 791

Anderson, Judith I.
Evaluation of ESEA Title I--Program Operations and Educational Effects. A Report to Congress.
118p. 2mf. L1 ED 294 957

Andrew, Loyd D.
Explanation of the Beliefs, Values, and Attitudes of Black Students in Fairfax County.
56p. 1mf. L1 ED 294 958

Angelis, Janet
Rural Education in the Northeast United States.
33p. 1mf. L1 ED 294 708

Antonelli, Jacqueline
Alcoholic Child in the Elementary School.
64p. 1mf. L1 ED 294 692

Appleby, George A.
From Social Movement to Social Organization: Voluntary AIDS Projects in Connecticut.
21p. 1mf. L1 ED 294 812

Arfin, David M.
Use of Financial Aid To Attract Talented Students to Teaching: Lessons from Other Fields. Report for the California Commission on the Teaching Profession.
60p. 1mf. L1 ED 294 849

Assefa, A. Mariam
France: A Study of the Educational System of France and a Guide to the Academic Placement of Students in Educational Institutions of the United States. World Education Series.
290p. 4mf. L2 ED 294 472

Atkins, Kathleen R.
Comprehensive Analysis of Mississippi Public School Educational Programs for School Age Children and Youth with Severe Handicaps.
25p. 1mf. L1 ED 294 334

Atwood, L. Erwin
Pluralistic Ignorance and Communication about a Critical Political Issue.
30p. 1mf. L1 ED 294 292

Aubrey, Irene E., Ed.
Notable Canadian Children's Books, 1984 Supplement = Un Choix de Livres Canadiens pour la Jeunesse, Supplement 1984.
50p. 1mf. L1 ED 294 591

Auger, Julie, Ed.
Actes du colloque: Tendances actuelles de la recherche sur la langue parlee (Conference Presentations: Current Trends in Research on Oral Language).
168p. 2mf. L1 ED 294 460

Ayers, William
Teaching and Being: Connecting Teachers' Accounts of Their Lives with Classroom Practice.
27p. 1mf. L1 ED 294 841

Baca, Christina
Promotion and Retention Policy Implementation Study No. 463.
43p. 1mf. L1 ED 294 982

Bachmann, George
Presenting California State University Admission Requirements to Tenth Grade Students: A Pilot Project.
12p. 1mf. L1 ED 294 481

Baer, Eugene M.
Evaluation of Integrating Literature in the Composition Class.
10p. 1mf. L1 ED 294 239

Baer, Vicki E. H.
Creating a Computer-Using Secondary School Faculty through Staff Development.
7p. 1mf. L1 ED 294 568

Bagenstos, Naida Tushnet
Preparing Minorities and Women as Researchers: Have We Learned Anything?
7p. 1mf. L1 ED 294 469
Role of Context Changes in Federal Education Dissemination.
11p. 1mf. L1 ED 294 585

Bailes, Cindy
It's Your Turn Now! Using Dialogue Journals with Deaf Students.
141p. 2mf. L2 ED 294 396

Bailey, Kevin Sue
Reading Clinic.
49p. 1mf. L1 ED 294 142
Supervising the Reading Clinician.
36p. 1mf. L1 ED 294 143

Bain, Josie G., Ed.
Making Schools Work for Underachieving Minority Students: Next Steps for Research, Policy and Practice. Report on Local Activities. Proceedings of the Conference (Los Angeles, California, June 25-26, 1987).
323p. 4mf. L1 ED 294 948

Bainter, Dolores
Using Literature To Teach in All Curriculum Areas K-3.
69p. 1mf. L1 ED 294 694

Baker, Eva L.
Time To Write: Report of the US-IEA Study of Written Composition.
30p. 1mf. L1 ED 294 187

Balester, Valerie
Development of the Writer's Ethos in Collaborative Learning.
13p. 1mf. L1 ED 294 230

Banashak, Joan M.
Innovative Instructional Incentive Plan.
29p. 1mf. L1 ED 294 678

Banerji, Madhabi
Assessment of the Importance of Joseph Mayer Rice in American Educational Research.
64p. 1mf. L1 ED 294 920

Banning, Anne
Adopted Adolescent. Selected Papers Number 55.
11p. 1mf. L1 ED 294 662

Barman, Charles R.
Assessing the Effectiveness of Instructional Materials Designed for Elementary Science Methods Students.
16p. 1mf. L1 ED 294 728

Barnes, Susan
Development of the Texas Teacher Appraisal System.
37p. 1mf. L1 ED 294 323

Barnette, J. Jackson
Effectiveness of the Study Group as an R&D Methodology. Occasional Paper No. 024.
49p. 1mf. L2 ED 294 864

Barton, Paul E.
What High School Students Know and Can Do.
17p. 1mf. L1 ED 293 996

Bartone, Paul T.
Impact of a Military Air Disaster on the Health of Family Assistance Workers.
27p. 1mf. L1 ED 294 067
Occupational Stress, Health, and General Well Being among Soldiers.
23p. 1mf. L1 ED 294 066
Psychological Issues in the Recovery of an Army Unit after Traumatic Loss.
22p. 1mf. L1 ED 294 068

Bates, A. W.
Learning from Television. IET Paper No. 266.
21p. 1mf. L1 ED 294 560

Bates, Tony
Computer Assisted Learning or Communications: Which Way for Information Technology in Distance Education? Information Technology Paper No. 250.
18p. 1mf. L1 ED 294 558

Batley, Rose-Marie
Effects on Parameter Estimation of Correlated Abilities Using a Two-Dimensional, Two-Parameter Logistic Item Response Model.
19p. 1mf. L1 ED 294 925

Battle, Christy
Assessing Elements of Teacher-Student Communicative Interactions.
12p. 1mf. L1 ED 294 375
Characteristics of Teacher Communicative Expressions Directed to Students Having Multiple Disabilities.
9p. 1mf. L1 ED 294 376

Baxter, Barbara C.
Teaching Basic Writing with Computers.
10p. 1mf. L1 ED 294 642

Bear, Donald R.
"On the Hurricane Deck of a Mule": Teaching Adults To Read Using Language-Experience and Oral History Techniques.
149p. 2mf. L1 ED 294 155

Beck, Terrence D.
Counseling for the Counselor: A National Survey.
28p. 1mf. L1 ED 294 133

Becker, Judith E.
Differences in the Interpretation of Discrepant and Nondiscrepant Messages by Normal and Disturbed Children.
58p. 1mf. L2 ED 294 361

Beckman, Mary
Perception of Final Lengthening.
13p. 1mf. L1 ED 294 434

Beers, Terry
Decomposing Composing Conventions.
19p. 1mf. L1 ED 294 199

Beins, Bernard C.
Introductory Psychology Class: What Students Want To Know.
15p. 1mf. L1 ED 294 495

Bell, Lawanna S.
Full-Time Vocational Training Program. Dropout Retrieval.
27p. 1mf. L1 ED 294 006

Bender, Louis W.
Fostering Minority Access and Achievement in Higher Education: The Role of Urban Community Colleges and Universities.
244p. mf. L3 ED 294 468
Two-Year College Alumni Programs: Practices and Possibilities.
9p. 1mf. L1 ED 294 629

Bennett, Albert
Voluntary Transfer and Student Achievement: Does It Help or Hurt?
15p. 1mf. L1 ED 294 937

Berberet, William G.
Earth Day and Environmental Education: Retrospect and Prospect. IES Monograph 1.
12p. 1mf. L1 ED 294 720

Berens, John F.
Reference Procedures Manual and Reference Policies Manual.
30p. 1mf. L1 ED 294 584

Bergin, Christi A. C.
What It Means To Be Prosocial: Caretakers' Descriptions of Prosocial 2- and 5-Year-Olds.
27p. 1mf. L1 ED 294 687

Bergin, David A.
What It Means To Be Prosocial: Caretakers' Descriptions of Prosocial 2- and 5-Year-Olds.
27p. 1mf. L1 ED 294 687

Berne, Linda A.
Teen Sexual Behavior. A Leader's Resource of Practical Strategies with Youth.
72p. 1mf. L2 ED 294 868

Berrigan, Carol
Integration in Italy: A Dynamic Movement.
15p. 1mf. L1 ED 294 341

Berryman, Sue E.
Job Stability among Young Women: A Comparison of Traditional and Nontraditional Occupations. A Rand Note.
33p. 1mf. L2 ED 294 043

Besnier, Niko, Comp.
Tuvaluan Lexicon.
807p. 9mf. L1 ED 294 414

Betza, Ruth E.
Instructional Uses of Computers at the University of Washington.
24p. 1mf. L1 ED 294 571

Bezruczko, Nikolaus
Assessing the Construct Validity of a Life Skills Competency Test.
21p. 1mf. L1 ED 294 897

Bhola, H. S.
Evaluations of Botswana National Literacy Program: The Politics of Renovation and Control.
44p. 1mf. L1 ED 294 887

Bird, Ronald
Analysis of the Comparability of Teacher Salaries to the Earnings of Other College Graduates in the Southeast. 1987 Update. Research Report 07-010.
42p. 1mf. L1 ED 294 851

Birenbaum, William
Alan Bloom's "The Closing of the American Mind": Two Perspectives.
34p. 1mf. L1 ED 294 971

Black, H. D.
Window on the Workplace? Pupils' and Employers' Views of a Work Experience Scheme.
62p. 1mf. L2 ED 294 037

Blai, Boris
"Creative" Work Schedules.
13p. 1mf. L1 ED 294 011

Blake, Robert W.
Reading and Writing about Poetry and the Reconstruction of Reality: How College English Majors Read a Poem.
27p. 1mf. L1 ED 294 156

Blanco, George M.
Espanol para el hispanohablante. Funcion y nocion (Spanish for the Spanish Speaker. Function and Notion).
122p. 2mf. L1 ED 294 432

Bodner, Joanne Records
State Graduation Policies and Program Practices Related to High School Special Education Programs: A National Study.
64p. 1mf. L1 ED 294 347

Bohlen, Linda
Building Fluency through Repeated Reading in the Third Grade.
30p. 1mf. L1 ED 294 158

Bohning, Gerry
Handbook for Using Movable Action Books.
34p. 1mf. L1 ED 294 162

Bondanza, Julie
New Assertive You.
64p. 1mf. L2 ED 294 394

Boo, Katherine
Helping Youth Decide: A Workshop Guide.
47p. 1mf. L1 ED 294 101

Boots, John
Developmental Consequences of Child Abuse. Selected Papers Number 52.
23p. 1mf. L1 ED 294 660

Bordner, Marsha S., Ed.
Strategies in Composition: Ideas That Work in the Classroom.
41p. 1mf. L1 ED 294 181

Boren, Susan
Higher Education Amendments of 1986 (P.L. 99-498): A Summary of Provisions. 87-187 EPW.
104p. 2mf. L1 ED 294 485

Boss, Marvin W.
Effects on Parameter Estimation of Correlated Abilities Using a Two-Dimensional, Two-Parameter Logistic Item Response Model.
19p. 1mf. L1 ED 294 925

Boyce, Maureen
Gender and Leadership Differences in Smiles in Sorority and Fraternity Pictures.
13p. 1mf. L1 ED 294 277

Boyd, Vivian
Audiotutorial Tapes as Aids to College Chemistry Registrants. Research Report #10-87.
15p. 1mf. L1 ED 294 716

Bradley, Valerie J., Ed.
Citizen Evaluation in Practice: A Casebook on Citizen Evaluation of Mental Health and Other Services.
170p. 2mf. L1 ED 294 091

Brawer, Florence B.
Faculty Who Teach Collegiate Courses.
13p. 1mf. L1 ED 294 635

Bredeson, Paul V.
Languages of Leadership: Metaphor Making in Educational Administration.
17p. 1mf. L1 ED 294 296

Brewer, Earl D. C.
Views of Retirement by Active and Retired Protestant Ministers.
17p. 1mf. L1 ED 294 128

Brewer, William F.
Discourse Organization in the Comprehension of Narrative Texts. Technical Report No. 428.
20p. 1mf. L1 ED 294 151

Brischetto, Robert R.
Falling through the Safety Net: Latinos and the Declining Effectiveness of Anti-Poverty Programs in the 1980s. Public Policy Report 1.
20p. 1mf. L1 ED 294 946

Brookfield, Stephen D.
Developing Critical Thinkers: Challenging Adults To Explore Alternative Ways of Thinking and Acting.
293p. mf. L3 ED 294 480

Brosio, Richard
Education for Democratic Work and Citizenship: Building Bridges to Organized Labor.
21p. 1mf. L1 ED 294 783

Brown, Byron K.
From Heuristics to Hermeneutics: Aiding Invention in the Undergraduate Literature Class.
12p. 1mf. L1 ED 294 176

Brown, Sally
Knowledge Which Underpins the Craft of Teaching.
17p. 1mf. L1 ED 294 872

Bruno, Rosalind R.
School Enrollment--Social and Economic Characteristics of Students: October 1985 and 1984. Current Population Reports: Population Characteristics.
151p. 2mf. L1 ED 294 963

Buchanan, Barbara M.
Caring for Children in the Commonwealth: Problems and Policy. Occasional Paper 1.14.
38p. 1mf. L2 ED 294 693

Buck, Ross
Gender and Leadership Differences in Smiles in Sorority and Fraternity Pictures.
13p. 1mf. L1 ED 294 277

Bunish, Norbert T.
Using Vocabulary Acquisition To Improve the Performance in Reading and Attitude of Students in Second Grade.
130p. 2mf. L1 ED 294 670

Burke, Richard R.
Research on the Effects of Rewards: Implications for Annual Merit Pay.
11p. 1mf. L1 ED 294 854

Burns, Robert
Curriculum Organization in Outcome-Based Education.
9p. 1mf. L1 ED 294 313

Bustos, Patrick D.
Teen-Age Pregnancies: Can We Afford Not To Prevent Them?
14p. 1mf. L2 ED 294 098

Butler, Charles E.
Special Education Journal Reading Patterns of Senior Level Undergraduate Education Students at the University of Oklahoma, 1973-82.
10p. 1mf. L1 ED 294 168

Buttram, Joan L.
Critical Ingredients for School Improvement Efforts.
20p. 1mf. L1 ED 294 325

Butzow, Carol M.
Science, Technology and Society as Experienced through Children's Literature.
15p. 1mf. L1 ED 294 141

Butzow, John W.
Science, Technology and Society as Experienced through Children's Literature.
15p. 1mf. L1 ED 294 141

Byrne, Barbara M.
Testing for Equivalent Factorial Validity across Academic Track: A Confirmatory Factor Analysis of the Self Description Questionnaire III.
23p. 1mf. L1 ED 294 904

Cahalan, Margaret
Sourcebook of Arts Statistics: 1987.
816p. 9mf. L1 ED 294 828

Calhoun, Mary Lynne
Social Reciprocity: Early Intervention Emphasis for Young Children with Severe/Profound Handicaps. Working Paper #1. Charlotte Circle Project.
19p. 1mf. L1 ED 294 362

Cambre, Marjorie A.
Reappraisal of Instructional Television. ERIC Digest.
3p. 1mf. L1 ED 294 569

Carlsen, William S.
Responding to Student Questions: The Effects of Teacher Subject-Matter Knowledge and Experience on Teacher Discourse Strategies.
27p. 1mf. L1 ED 294 842

Carlson, A. Cheree
Rhetoric of the Know-Nothing Party: Nativism as a Response to the Rhetorical Situation.
34p. 1mf. L1 ED 294 283

Carlson, Helen L.
Cross-Cultural Study of Parents' Perceptions of Early Childhood Programs.
41p. 1mf. L1 ED 294 695

Carroll, Jeffrey
Vulgar Canon and Its Uses in the Classroom.
12p. 1mf. L1 ED 294 194

Carter, Constance, Comp.
Inventions and Inventors. LC Science Tracer Bullet.
14p. 1mf. L1 ED 294 731

Castenell, Louis A.
New South as Curriculum: Implications for Understanding Southern Race Relations.
15p. 1mf. L1 ED 294 942

Cauley, Kathleen M.
Children's Misconceptions about the Multidigit Subtraction Algorithm.
10p. 1mf. L1 ED 294 766

Cetron, Marvin
Seventy-One Trends That May Affect Entrepreneur Education for Future World Markets.
25p. 1mf. L1 ED 294 041

Chambliss, Catherine A.
Student Perceptions of Vocational Education.
12p. 1mf. L1 ED 294 036

Chandler, Marjorie O., Ed.
Condition of Education. Elementary and Secondary Education, 1988. Volume 1.
141p. 2mf. L1 ED 294 332
Condition of Education. Postsecondary Education, 1988. Volume 2.
122p. 2mf. L1 ED 294 333

Chaney, Elsa M., Ed.
Caribbean Life in New York City: Sociocultural Dimensions.
383p. 4mf. L2 ED 294 967

Chaozeng, Ma
Television and Its Social Effects in China.
14p. 1mf. L1 ED 294 521

Chen, Shing-jen, Ed.
Research and Clinical Center for Child Development Annual Report, 1986-1987. No. 10.
68p. 1mf. L1 ED 294 655

Chiariello, Pat
Student Perceptions of Vocational Education.
12p. 1mf. L1 ED 294 036

Child, Jack
Antarctica: Arena for South American Cooperation or Conflict.
26p. 1mf. L1 ED 294 824

Chronister, Jay L.
Graying of the Professoriate. Occasional Paper No. 9.
21p. 1mf. L1 ED 294 465

Churchill, Lynn D.
Comparison of Computer Based Training vs. Instructor Based Training Using Microsoft Word.
64p. 1mf. L1 ED 294 570
Instructional Uses of Microcomputers. Summary of 1984-1986 Projects.
18p. 1mf. L1 ED 294 572

Ciofalo, Andrew
Establishing a Book Publishing Curriculum.
11p. 1mf. L1 ED 294 264
Professors Can Be Friends of a Free Press Too.
23p. 1mf. L1 ED 294 177

Clark, Suzanne M.
Government Documents for the Health Sciences Librarian.
16p. 1mf. L1 ED 294 576

Clarke, Barbara K.
Study of Third and Fifth Grade Students' Oral Language during the Writing Process. Research Bulletin.
26p. 1mf. L2 ED 294 180

Claus, Jeff
Renegotiating Vocational Instruction.
29p. 1mf. L1 ED 294 009

Cocking, Rodney R.
How and Why Do We Change Our Plans?
9p. 1mf. L1 ED 294 666

Coffey, Bettye
Albuquerque Public Schools/University of New Mexico Administrative Internship Program: A Unique Response to Today's Realities.
23p. 1mf. L1 ED 294 295

Cohen, Arthur M.
Technical Report on the Urban Community College Transfer Opportunity Program.
13p. 1mf. L1 ED 294 633

Cole, Richard
Vous de Parler. French Trainee Book.
365p. 4mf. L1 ED 294 422

Combs, Martha, Ed.
National Reading and Language Arts Educators' Conference Yearbook.
104p. 2mf. L1 ED 294 160

Comer, James
Our National Dilemma.
40p. 1mf. L1 ED 294 949

Comprone, Joseph J.
Narrative Topic and the Contemporary Science Essay: A Lesson from Loren Eiseley's Notebooks.
18p. 1mf. L1 ED 294 213

Connaway, Lynn Silipigni
Examination and Review of the Collection Development Policies and Procedures of the Mesa College Library.
141p. 2mf. L1 ED 294 581

Connell, Michael L.
What Counts in Elementary Mathematical Evaluation?
19p. 1mf. L1 ED 294 759

Connelly, F. Michael
Ontario Science Education Report Card. Canadian National Comparisons. Research Brief.
94p. 1mf. L1 ED 294 726

Cooper, Eric
Role of Testing and Evaluation.
104p. 2mf. L1 ED 294 955

Copeland, Jeffrey S., Ed.
Essays Grown from a Writing across the Curriculum Institute at Indian Hills Community College: Fostering Cooperation and Cohesion in Writing Instruction.
56p. 1mf. L1 ED 294 182

Corey, Jennifer M.
Mrs. Aquino Goes to Washington: Completing the Romantic Myth in Corazon Aquino's 1986 Address to the Joint Session of Congress.
15p. 1mf. L1 ED 294 282

Corn, Marcia Lynn
Text as Image.
26p. 1mf. L1 ED 294 250

Corner, John
Reading Reception: Mediation and Transparency in Viewers' Accounts of a TV Programme.
37p. 1mf. L1 ED 294 540

Corum, Claudia W., Comp.
Siswati Special Skills Handbook. Peace Corps Language Handbook Series.
118p. 2mf. L1 ED 294 413

Costantino, Giuseppe
Cross Cultural Validation of TEMAS (Minority Version). A Pluralistic Projective Test.
48p. 1mf. L1 ED 294 879

Cota-Robles, Eugene
Collaborative Arrangements.
9p. 1mf. L1 ED 294 956

Cottam, Richard W.
Khomeini, the Future, and U.S. Options. Policy Paper 38.
48p. 1mf. L1 ED 294 822

Coville, Bruce
Read On! II. A Sequential Reading Series. Book 6 and Workbook 6: In My Opinion.
140p. 2mf. L2 ED 293 994
Read On! II. A Sequential Reading Series. Book 3 and Workbook 3: Vote.
143p. 2mf. L2 ED 293 992

Cowan, Nancy
Preparing for Work: Student Workbook and Teacher Guide.
269p. 3mf. L2 ED 294 395

Cowin, Bonnie
Women's Initiative Study: Access, Services, and Outcomes for Women with Disabilities in Vocational Rehabilitation.
97p. 2mf. L1 ED 294 000

Cowles, Antonia
Building Advanced Oral Proficiency Skills for Managers.
22p. 1mf. L1 ED 294 425

Craig, Cheryl
Promoting Tolerance, Understanding, and Respect for Diversity: A Monograph for Educators.
57p. 1mf. L1 ED 294 829

Crandall, David P.
Beginning Look at the What and How of Restructuring.
37p. 1mf. L1 ED 294 326

Crocker, Robert
Curriculum Translation in Secondary School Science. An Analysis of Teacher Functional Paradigms.
44p. 1mf. L1 ED 294 765

Cunningham, Claire E.
School-Sanctioned Community Service. The State Perspective.
158p. 2mf. L2 ED 293 977

Cunningham, Tandra Tyler
Student Achievement and Teaching Performance Ratings Using a State-Wide Teaching Rating Scale: A Case of Science Teaching in the Elementary School.
16p. 1mf. L1 ED 294 894

Cyert, Richard M., Ed.
Technology and Employment. Innovation and Growth in the U.S. Economy. Executive Summary.
30p. 1mf. L2 ED 294 057

d'Agostino, Micheline
Teaching Nutrition to Young Children.
52p. 1mf. L1 ED 294 647

Dahl, Harry
Education of Severely and Profoundly Handicapped Children and Youth: Some Issues That Currently Need To Be Resolved.
15p. 1mf. L1 ED 294 390

Dandy, Evelyn Baker
Dialect Differences: Do They Interfere?
14p. 1mf. L1 ED 294 240

Daniell, Beth
Re-Reading Ong: Literacy and Social Change.
14p. 1mf. L1 ED 294 216

Daresh, John C.
Preservice Preparation of American Educational Administrators: Retrospect and Prospect.
47p. 1mf. L1 ED 294 308

Datta, Lois-ellin
Evaluation of Poverty Indicators. Testimony. Statement of Lois-ellin Datta before the Subcommittee on Census and Population, Committee on Post Office and Civil Service, House of Representatives.
36p. 1mf. L1 ED 294 973

Davies, Don
Poor Families and Schools: An Exploratory Study of the Perspectives of Low-Income Parents and Teachers in Boston, Liverpool, and Portugal.
10p. 1mf. L1 ED 294 939

Davis, Bonita
Special Education Journal Reading Patterns of Senior Level Undergraduate Education Students at the University of Oklahoma, 1973-82.
10p. 1mf. L1 ED 294 168

Davis, Kevin
Dimensions of Talk in Peer Groups: Negotiating Control in Writing Group Conversation.
15p. 1mf. L1 ED 294 232

(Continued)

Davis, Kevin *(Continued)*
Improving Students' Writing Attitudes: The Effects of the Writing Center.
12p. 1mf. L1 ED 294 183

Davis, Sandra Hart, Comp.
Software Shopper. Revised.
242p. 3mf. L2 ED 294 398

Dawes, Donald D.
Improving the Attitudes of Primary Teachers and Students towards Science by Using a Hands-On Approach.
84p. 1mf. L2 ED 294 729

Dawkins, John
Intergovernmental Conference on Education and the Economy in a Changing Society: Conclusions of the Chairman.
7p. 1mf. L2 ED 294 683

de Felix, Judith Walker
Effects of Native Language Inferencing Ability in English for Specific Purposes.
20p. 1mf. L1 ED 294 456

DeCiccio, Albert C.
Social Constructionism and Collaborative Learning: Recommendations for Teaching Writing.
15p. 1mf. L1 ED 294 201

Deegan, William L.
Managing Contract Training Programs: Progress and Proposals. Institute for Studies in Higher Education Policy Paper No. 2.
27p. 1mf. L1 ED 294 616

DeLay, Jeanine A.
Computer Ethics Topics and Teaching Strategies.
23p. 1mf. L1 ED 294 562

Della Corte, Suzanne
Parent and Teacher Relationships.
10p. 1mf. L2 ED 294 353

Della-Piana, Gabriel M.
What Assessment of Reader-Writer Conferencing Can Externalize.
35p. 1mf. L1 ED 294 171

Delpit, Lisa D.
Evaluation of the Viles Tok Ples Skul Scheme in the North Solomons Province. ERU Report No. 51.
196p. 3mf. L2 ED 294 443

Demery, Marie
Clementine Hunter Black History Month Exhibit: Successful Demonstration and Results of the Display Process. Working Paper #1.
43p. 1mf. L2 ED 294 814

DePanfilis, Diane
Literature Review of Sexual Abuse.
61p. 1mf. L1 ED 294 085

Diaz, Diana M.
First Language/Second Language: Acquisition, Writing, and Cognitive Development.
14p. 1mf. L1 ED 294 203

Dickerson, Mary Jane
Voice of One's Own: Creating Writing Identities.
11p. 1mf. L1 ED 294 178

Dieffenbach, Ann
Progress Report on Geriatric Medicine.
16p. 1mf. L1 ED 294 135

Dildy, Dennis R.
ESC-20 Community-Based Services Work Adjustment Program; Community-Based Work Training Curriculum.
33p. 1mf. L1 ED 294 349
Transition: New Challenge for Special Education.
13p. 1mf. L1 ED 294 350

Dildy, Dennis R., Ed.
Guide to Determining the Vital Components Needed for a Realistic Vocational Preparation Program for Severely Disabled Students.
11p. 1mf. L1 ED 294 348

Disinger, John F., Ed.
Sustainable Resource Development in the Third World. Selected Papers from an International Symposium (Columbus, Ohio, September 1985). Westview Special Studies in Natural Resources and Energy Management.
181p. 2mf. L2 ED 294 727

Dobb, Fred
Annotated Bibliography of Materials for Elementary Foreign Language Programs.
18p. 1mf. L2 ED 294 431

Doby, Winston
Collaborative Arrangements.
9p. 1mf. L1 ED 294 956

Dole, Janice A.
Explicit Comprehension Instruction: A Review of Research and a New Conceptualization of Instruction. Technical Report No. 427.
21p. 1mf. L1 ED 294 152

Dolly, John P.
Performance of Educationally-At-Risk Pacific and Asian Students in a Traditional Academic Program.
16p. 1mf. L1 ED 294 945

Donaldson, E. Lisbeth
Cost of Adult Continuing Education in Ontario.
241p. 3mf. L1 ED 294 004

Donaldson, Gordon A., Jr.
From Craftsperson to Teacher: A Planning Document for a Vocational Teacher Development System in Maine.
29p. 1mf. L1 ED 294 015

Dondey, Cheryl
Forming Cooperative Programs for Mainstreaming Preschool Children with Severe Behavior Disorders: Policy, Programmatic, and Procedural Issues.
76p. 1mf. L1 ED 294 354

Dorfman, Cynthia, Ed.
Youth Indicators 1988: Trends in the Well-Being of American Youth.
142p. 2mf. L1 ED 294 698

Douglas, Joel M., Ed.
Unionization Among College Faculty--1988.
12p. 1mf. L2 ED 294 488

Drysdale, Robert
China: Issues and Prospects in Education. Annex 1 to China, Long-Term Development Issues and Options. A World Bank Country Study.
99p. 2mf. L2 ED 294 830

Ducharme, Edward R.
Education Professoriate: Introductory Foundations Faculty, 1987 RATE Data.
45p. 1mf. L1 ED 294 871

Dufresne, Robert J.
Problem Solving: Learning from Experts and Novices.
11p. 1mf. L1 ED 294 752

Dugan, Gene, Ed.
Alaska Arts Resource Directory.
53p. 1mf. L1 ED 294 778

Dunbar, Stephen B.
Standard Errors of Correlations Adjusted for Incidental Selection.
22p. 1mf. L1 ED 294 929

Dunlap, Elaine R.
Low Front Vowel Tensing in Lexical Phonology.
46p. 1mf. L1 ED 294 436

Dupuis, Mary M.
Status of Teacher Education in Pennsylvania, 1987.
59p. 1mf. L1 ED 294 834

Duquette, Donna Marie
Helping Youth Decide: A Workshop Guide.
47p. 1mf. L1 ED 294 101

Durbridge, Nicola
Integrating Television and Audio-Cassettes. A Case Study of TV6, E206: Personality Development and Learning. IET Paper No. 251.
10p. 1mf. L1 ED 294 559

Dwyer, Ann
Effects of the Learning Disability Label, Quality of Writing Performance, and Examiner's Level of Expertise on the Evaluation of Written Products.
26p. 1mf. L1 ED 294 351

Dyson, Lily
Parent Stress, Family Functioning and Social Support in Families of Young Handicapped Children.
39p. 1mf. L1 ED 294 335

Easton, John Q.
Voluntary Transfer and Student Achievement: Does It Help or Hurt?
15p. 1mf. L1 ED 294 937

Edelman, Phyllis
Science Fairs: The Whys and Hows.
6p. 1mf. L1 ED 294 311

Ediger, Marlow
Social Science Curriculum: A Collection of Essays.
66p. 1mf. L1 ED 294 799

Edmo, Kesley, Jr.
All Indian Pueblo Council, Inc. Vocational Education Program Curriculum Materials.
60p. 1mf. L1 ED 294 020

Edwards, Jan
Perception of Final Lengthening.
13p. 1mf. L1 ED 294 434

Egan, Sarah M., Ed.
Internationalizing Undergraduate Education: Resources from the Field.
195p. 3mf. L1 ED 294 784

Ellett, Chad D.
Teacher Evaluation Practices in Our Largest School Districts: Are They Measuring Up to "State-of-the-Art" Systems?
39p. 1mf. L1 ED 294 316

Ellis, Dwight M.
Communications at the Crossroads: Parity and Perceptions of Minority Participation.
40p. 1mf. L1 ED 294 253

Ellison, Nolen M.
Access, Excellence and Student Retention: A Leadership Commitment.
35p. 1mf. L1 ED 294 623

Elmore, Fred
Read On! II. A Sequential Reading Series. Book 3 and Workbook 3: Tribute to Red.
123p. 2mf. L2 ED 293 991

Engleberg, Isa N.
Listening in Australia: Lessons from Down Under.
16p. 1mf. L1 ED 294 255

Englert, Carol Sue
Integrating Writing and Reading Instruction. Occasional Paper No. 118.
36p. 1mf. L1 ED 294 175

Enos, Theresa
Definition, Development, Direction: The Course in Classical Rhetoric.
11p. 1mf. L1 ED 294 214

Enparantza, Jose Luis Alvarez
Connaissance et utilisation des deux langues en milieu partiellement bilingue (Knowledge and Use of Two Languages in a Partially Bilingual Situation).
22p. 1mf. L1 ED 294 459

Ensign, David
Copyright Handbook for Videotapes and Microcomputer Software.
33p. 1mf. L2 ED 294 579

Entwistle, Noel
Motivation, Attributions, and Approaches to Learning in British and Hungarian Secondary Schools.
23p. 1mf. L1 ED 294 921

Erazmus, Thomas R.
Effect of a Recreational Reading Program on Standardized Test Scores.
21p. 1mf. L1 ED 294 169

Etchison, Craig
Word Processing: A Helpful Tool for Basic Writers.
16p. 1mf. L1 ED 294 243

Evans, Claryce L.
Educational Practitioners: Absent Voices in the Building of Educational Theory.
39p. 1mf. L1 ED 294 861

Evans, Vicki
Vocational Training for Students Who Are Seriously Emotionally Disturbed. Teaching Research.
9p. 1mf. L1 ED 293 997

Fadely, Diane C.
Job Coaching in Supported Work Programs.
164p. 2mf. L1 ED 294 050

Farr, Charlotte W.
New Perspective on Intelligence: Examining Field Dependence/Independence in Light of Sternberg's Triarchic Theory of Intelligence.
27p. 1mf. L1 ED 294 893

Feasley, Charles E.
Independent Study Program Profiles 1986-1987. Final Report.
67p. 1mf. L1 ED 294 045

Fein, Susan
Nine-Year-Old Hispanic Student Writing Performance: A Replication of the 1984-85 National Assessment of Educational Progress.
13p. 1mf. L1 ED 294 931

Feinberg, Miriam M.
Solving Word Problems in the Primary Grades: Addition and Subtraction.
35p. mf. L3 ED 294 744

Ferrara, Steven
Local Assessment Responses to a State-Mandated Minimum-Competency Testing Program: Benefits and Drawbacks.
31p. 1mf. L1 ED 294 892

Figueroa, Jose R.
Using JTPA Performance Standards as a State Policy Tool.
21p. 1mf. L2 ED 294 058

Firestone, William A.
Alienation and Commitment of Students and Teachers in Urban High Schools.
36p. 1mf. L1 ED 294 959

Fitz-Gerald, Max
Information on Sexuality for Young People and Their Families.
127p. 2mf. L2 ED 294 407

Fleet, Joan
Successful Learning: Strategies for College and University Students.
138p. 2mf. L1 ED 294 102

Flemming, N. C., Ed.
Code of Practice for Scientific Diving: Principles for the Safe Practice of Scientific Diving in Different Environments. Unesco Technical Papers in Marine Science 53.
290p. 4mf. L2 ED 294 769

Flinders, Neil J.
Emergence of Custodialism.
13p. 1mf. L1 ED 294 785

Flores, Joe G., Jr.
Disabled Children's Project. Annual Report, September 1, 1986, through August 31, 1987. Innovations in Child Protective Services.
77p. 1mf. L1 ED 294 357

Florio-Ruane, Susan
What's So Hard about Staff Development? A Study in Face-to-Face Interaction. Occasional Paper No. 14.
18p. 1mf. L1 ED 294 836

Ford, Meg
Women's Initiative Study: Access, Services, and Outcomes for Women with Disabilities in Vocational Rehabilitation.
97p. 2mf. L1 ED 294 000

Fordyce, Hugh
Retention Data Collection: Problems, Uses, and Suggested Methodology.
7p. 1mf. L1 ED 294 493

Forner, Monika
Tutorial Questions in Caretaker Speech.
47p. 1mf. L1 ED 294 461

Fox, Elizabeth
Obstacles to Television Reform in Latin America--A New Look at the Failures.
21p. 1mf. L1 ED 294 537

Foyle, Harvey C.
Homework: Going Beyond and Being Creative.
12p. 1mf. L1 ED 294 809
Homework: Suggestions for Educators.
11p. 1mf. L1 ED 294 504

Foyle, Harvey D.
Homework: Additional Selected References.
6p. 1mf. L1 ED 294 810

Fraas, Charlotte Jones
Guaranteed Student Loan Program: Current Status, Background, and Issues. CRS Report for Congress, 87-815 EPW.
41p. 1mf. L1 ED 294 484

Francis, Timothy P.
Mauritanian Arabic. Communication and Culture Handbook. Peace Corps Language Handbook Series.
323p. 4mf. L1 ED 294 423

Franse, Stephen
Mission Possible: Innovations in the Bronx Schools. Fastback 269.
33p. 1mf. L1 ED 294 960

Fraser, Barry J.
Combining Quantitative and Qualitative Methods in the Evaluation of an Alternative to Conventional High Schools.
19p. 1mf. L1 ED 294 905

Freedman, Jonathan L.
Waiting to Move: Stress, Coping and the Meaning of Home in Anticipation of Relocation.
17p. 1mf. L1 ED 294 074

Freedman, Leonard
Quality in Continuing Education: Principles, Practices, and Standards for Colleges and Universities. Jossey-Bass Higher Education Series.
195p. mf. L3 ED 294 499

Freedman, Sarah Warshauer
National Surveys of Successful Teachers of Writing and Their Students: The United Kingdom and the United States. Technical Report No. 14.
53p. 1mf. L1 ED 294 244

French, David
New Media and Old: Education's Response in Three European Countries.
38p. 1mf. L1 ED 294 541

Friedman, Douglas
Regionalism and Development in Early Nineteenth Century Spanish America.
19p. 1mf. L1 ED 294 823

Friedman, Douglas L.
Academic Engagement of Elementary School Children with Learning Disabilities.
41p. 1mf. L1 ED 294 340

Friend, Margaret
Differences in the Interpretation of Discrepant and Nondiscrepant Messages by Normal and Disturbed Children.
58p. 1mf. L2 ED 294 361

Fryman, James F.
Community Atlas As an Educational Tool. Community Mapping: Developing a Geographic Perspective.
9p. 1mf. L1 ED 294 795

Fuhrmann, Barbara S.
To Be or Not To Be: When and Why Faculty Decide To Be Faculty.
19p. 1mf. L1 ED 294 502

Fujinaga, Tamotsu
Long-Term Follow-up Study of Children Developmentally Retarded by Early Environmental Deprivation.
10p. 1mf. L1 ED 294 377

Fulop, Tamas
Reviewing Health Manpower Development. A Method of Improving National Health Systems. Public Health Papers No. 83.
152p. 2mf. L2 ED 294 023

Fuys, David
van Hiele Model of Thinking in Geometry among Adolescents. Journal for Research in Mathematics Education Monograph Number 3.
195p. mf. L3 ED 294 770

Galligani, Dennis J.
School/College Partnerships to Enhance Curriculum: A Statewide Qualitative Evaluation.
63p. 1mf. L1 ED 294 928

Galluzzo, Gary R.
Trends in Teacher Education as Reported on the Institutional Questionnaire.
18p. 1mf. L1 ED 294 870

Galvan, Jose
Helping Limited English Proficient Students Succeed.
14p. 1mf. L1 ED 294 953

Gandesbery, Jean
Listening To See: The Place of Oral History in Composition Classes.
16p. 1mf. L1 ED 294 219

Ganzglass, Evelyn
Using JTPA Performance Standards as a State Policy Tool.
21p. 1mf. L2 ED 294 058

Garland, JoAnne S.
Teacher Evaluation Practices in Our Largest School Districts: Are They Measuring Up to "State-of-the-Art" Systems?
39p. 1mf. L1 ED 294 316

Garland, Peter H.
State Legislation and State Level Public Policy Affecting Community, Junior, and Two-Year Technical College Education, 1985. A Report to the National Council of State Directors of Community and Junior Colleges (NCSDCJC).
47p. 1mf. L1 ED 294 639

Garrison, Bruce
U.S. Editors' Perceptions of World Press Problems: An Agenda for Future Research.
29p. 1mf. L1 ED 294 290

Gaul, Joan
Local Education Fund. A Handbook.
28p. 1mf. L1 ED 294 935

Gaziano, Cecilie
Parents' Attitudes toward the Economic Futures of Their Daughters.
30p. 1mf. L1 ED 294 268
Role of Psychographic Analysis in Developing Mass Communication Theory.
29p. 1mf. L1 ED 294 269
Variations in Survey Respondent Selection by Telephone.
26p. 1mf. L1 ED 294 270

Geddes, Doreen S.
Cross-Disciplinary Dialogue on the Effects of Gender Stereotypical Speech Style in a Management Setting.
33p. 1mf. L1 ED 294 272

Gentry, Larry
Establishing Service Goals for School Dropouts under the Job Training Partnership Act. Final Report.
100p. 2mf. L1 ED 294 056

German, Kathleen M.
Mrs. Aquino Goes to Washington: Completing the Romantic Myth in Corazon Aquino's 1986 Address to the Joint Session of Congress.
15p. 1mf. L1 ED 294 282

Gerry, Martin
Procedural Safeguards Insuring That Handicapped Children Receive a Free Appropriate Public Education. News Digest #7.
9p. 1mf. L1 ED 294 370

Ghory, Ward J.
Reaching Marginal Students: A Primary Concern for School Renewal.
165p. mf. L3 ED 294 306

Gilbert, Judith C.
1985 Colorado Writing Assessment: The Results.
54p. 1mf. L1 ED 294 188

Gilbert, Judith C., Ed.
Interdisciplinary Learning: A Resource Guide. A Small Place to Begin.
84p. 1mf. L1 ED 294 189

Gilbertson, Eric R.
Constitution and Academic Freedom.
37p. 1mf. L1 ED 294 779

Gill, Walter
Self-Concept Orientations and Self-Directed Videotape Experiences of Delinquent Males.
22p. 1mf. L1 ED 294 556

Gill, Wanda E.
Bowie State College Teaching Faculty's Attitudes toward Public Education.
31p. 1mf. L1 ED 294 862
Preliminary Study of Perceived Discrimination and Prejudices of College Students.
21p. 1mf. L1 ED 294 489

Gilson, Joan Tedrow
Collaboration with Basic Writers in the Composition Classroom.
16p. 1mf. L1 ED 294 220

Girard, Denis
Selection and Distribution of Contents in Language Syllabuses.
115p. mf. L3 ED 294 452

Glass, Thomas E., Ed.
Analysis of Texts on School Administration 1820-1985. (The Reciprocal Relationship between the Literature and the Profession).
141p. 2mf. L2 ED 294 314

Glassman, Phyllis
Study of Cooperative Learning in Mathematics, Writing and Reading as Implemented in Third, Fourth and Fifth Grade Classes: A Focus upon Achievement, Attitudes and Self-Esteem for Males, Females, Blacks, Hispanics and Anglos.
64p. 1mf. L1 ED 294 926

Gnezda, Terry
Early Childhood Education: The Status of State Involvement.
16p. 1mf. L2 ED 294 691

Goff, Pamela L.
Project KIT (Kids in Transition) Educators Resource Book: A Process of Planning for Change. Revised.
80p. 1mf. L1 ED 294 404
Project KIT (Kids in Transition) Parent Notebook. A Process of Planning for Change. Revised.
83p. 1mf. L1 ED 294 405

Goldenberg, E. Paul
Mathematical, Technical, and Pedagogical Challenges in the Graphical Representation of Functions. Final Technical Report 88-4.
124p. 2mf. L1 ED 294 712

Gomez, Guillermo Orozco
Research on Cognitive Effects of Non-Educational TV: An Epistemological Discussion.
55p. 1mf. L1 ED 294 534

Goodman, Sherryl H.
Developmental Course of Young Children with Emotionally Disturbed Mothers.
16p. 1mf. L1 ED 294 401

Goodwin, Gregory, Ed.
Celebrating Two Decades of Innovation, 1968-1988.
79p. 1mf. L1 ED 294 614

Gore, Deborah, Ed.
Civil War and Iowa.
33p. 1mf. L1 ED 294 787

Gorham, Amy L., Ed.
Internationalizing Undergraduate Education: Resources from the Field.
195p. 3mf. L1 ED 294 784

Gorsuch, Marjorie, Ed.
Alaska Problem Resource Manual: Alaska Future Problem Solving Program. Alaska Problem 1985-86.
57p. 1mf. L1 ED 294 699

Graham, Steve
Effects of the Learning Disability Label, Quality of Writing Performance, and Examiner's Level of Expertise on the Evaluation of Written Products.
26p. 1mf. L1 ED 294 351

Gray, Robert L.
Can Cognitive Theory Help Us Teach Physics?
40p. 1mf. L1 ED 294 768

Greene, Maxine
Alan Bloom's "The Closing of the American Mind": Two Perspectives.
34p. 1mf. L1 ED 294 971

Greil, Arthur
Sex and Intimacy among Infertile Couples.
25p. 1mf. L1 ED 294 820

Griffith, Mary
Texas College & University System Coordinating Board Articulation Workshop Report.
22p. 1mf. L1 ED 294 631

Grigsby, William
Dynamics of Neighborhood Change and Decline.
134p. 2mf. L1 ED 294 934

Growick, Bruce
Industrial Rehabilitation in the Public Sector: The Ohio Experience.
15p. 1mf. L1 ED 294 110

Gustafson, David J.
Teacher Knowledge of Their Students' Learning Strengths and Weaknesses.
9p. 1mf. L1 ED 294 144

Gxilishe, D. S.
Language Training in Industry with Special Reference to the Cape Town Metropolitan Area (Area 39).
76p. 1mf. L1 ED 294 428

Hady, Thomas F.
Simple Forecasting Model Linking Macroeconomic Policy to Industrial Employment Demand.
41p. 1mf. L1 ED 294 031

Haggerson, Nelson
Clinical Supervision and Teacher Evaluation: Positions of Hunter, Garman and Glickman Interpreted as Literal or Figurative Language.
33p. 1mf. L1 ED 294 301

Haladyna, Thomas M.
Evaluation of "Polyweighting" in Domain-Referenced Testing.
32p. 1mf. L1 ED 294 911

Hales-Mabry, Celia
How Should the Informational Needs of the Aging Be Met?
12p. 1mf. L1 ED 294 582

Haller, Otto
Restrictive Procedures Baselines.
41p. 1mf. L1 ED 294 408

Halpern, Andrew S.
Secondary Level Teacher Training Program. June 1, 1984-August 31, 1987.
114p. 2mf. L2 ED 294 366

Hamblen, Karen A.
Research in Art Education as a Form of Educational Consumer Protection.
24p. 1mf. L1 ED 294 503

Hamilton, Louise A.
"Unidentified Patient" in Home Health Care.
17p. 1mf. L1 ED 294 075

Hamke, Kerstin
Climbing the Intercultural Ladder: The Gradual Adaptation Process to a Village Culture in Indonesia. Occasional Papers in Intercultural Learning #9.
30p. 1mf. L1 ED 294 771

Hanchey, Stephen
Mauritanian Arabic. Communication and Culture Handbook. Peace Corps Language Handbook Series.
323p. 4mf. L1 ED 294 423

Hardiman, Pamela Thibodeau
Relation between Problem Categorization and Problem Solving among Novices and Experts.
27p. 1mf. L1 ED 294 753

Hardy, Donna Dee
Scottish Waulking Song: "The Boat Will Come."
28p. 1mf. L1 ED 294 805

Harlan, Bill
Practical Guide to the Flexible Calendar. ACCCA Management Report 1987-8/5.
9p. 1mf. L1 ED 294 619

Harnisch, Delwyn L.
Transition Literature Review Educational, Employment, and Independent Living Outcomes, Volume 2.
327p. 4mf. L1 ED 294 383

Harnqvist, Kjell
Background, Education and Work as Predictors of Adult Skills.
42p. 1mf. L1 ED 294 010

Harper, Jane
Second Language Acquisition by Children: A Review of Twelve Years at Tarrant County Junior College.
10p. 1mf. L1 ED 294 445
We've Got the "HOTS" for Foreign Languages: Higher Order Thinking Skills.
20p. 1mf. L1 ED 294 641

Harrell, Karen L.
Consumer and Homemaking Education for Mainstreamed Handicapped Students in Georgia.
8p. 1mf. L1 ED 293 982

Harris, Walter J.
Education of Behaviorally Handicapped Students in Maine.
87p. 1mf. L1 ED 294 346

Hartmann, Heidi I., Ed.
Computer Chips and Paper Clips. Technology and Women's Employment. Volume II. Case Studies and Policy Perspectives.
450p. 5mf. L2 ED 294 022
Computer Chips and Paper Clips. Technology and Women's Employment. Volume I.
234p. 3mf. L2 ED 294 021

Hartwigsen, Gail
Full-Timing: A Housing Alternative for Older People.
21p. 1mf. L1 ED 294 108

Harvey, Glen
Beginning Look at the What and How of Restructuring.
37p. 1mf. L1 ED 294 326

Harvey, John G., Ed.
MAA Placement Test Newsletter. 1978-87.
148p. 2mf. L1 ED 294 743

Haswell, Richard H.
Contrasting Ways To Appraise Improvement in a Writing Course: Paired Comparison and Holistic.
22p. 1mf. L1 ED 294 215

Hatcher, Barbara
Children's Games: Resources for International Understanding.
22p. 1mf. L1 ED 294 684

Hatfield, Robert
Conceptual Perspective of Teacher Education Programs.
38p. 1mf. L1 ED 294 833

Haub, Carl
Understanding Population Projections.
49p. 1mf. L1 ED 294 789

Hawkes, Glenn W.
What about the Children? The Threat of Nuclear War and Our Responsibility To Preserve This Planet for Future Generations. Samantha Smith Edition.
23p. 1mf. L1 ED 294 811

Hayes, Christopher G.
Defining Composition: Evidence from the Citations, Years 1971-72 and 1976-77.
20p. 1mf. L1 ED 294 235

Hayton, Geoff
Occupational Clusters of the Engineering Technical Workforce.
200p. 3mf. L1 ED 294 046

Heard, Frank B.
Assessment of the Tennessee Statewide School-College Collaborative for Educational Excellence: The Middle College High School.
32p. 1mf. L1 ED 294 637

Heflin, John
Analysis of Washington State Policy for School Administrator Evaluation by Certified Subordinates.
37p. 1mf. L1 ED 294 908

Heiserman, Robert G.
Becoming a U.S. Citizen: Lessons on Naturalization.
12p. 1mf. L1 ED 294 772

Hemmesch, Henrietta E.
Project KIT (Kids in Transition) Educators Resource Book: A Process of Planning for Change. Revised.
80p. 1mf. L1 ED 294 404
Project KIT (Kids in Transition) Parent Notebook. A Process of Planning for Change. Revised.
83p. 1mf. L1 ED 294 405

Hendry, Peter
Food and Population: Beyond Five Billion.
45p. 1mf. L1 ED 294 813

Henk, William A.
Technological Advances and the Study of Reading.
48p. 1mf. L1 ED 294 163

Herman, Joan L., Ed.
Making Schools Work for Underachieving Minority Students: Next Steps for Research, Policy and Practice. Report on Local Activities. Proceedings of the Conference (Los Angeles, California, June 25-26, 1987).
323p. 4mf. L1 ED 294 948

Hersh, Leonard R.
Correlates of Elementary School Retention: A Case Study. Report #537.
9p. 1mf. L1 ED 294 675

Hess, Roger
Grading-Credit-Diploma: Accommodation Practices for Students with Mild Disabilities.
58p. 1mf. L1 ED 294 403

Higa, Harold
Honolulu Symphony In-School Ensembles.
32p. 1mf. L1 ED 294 775

Hillard, Van E.
Boredom and the Pedagogy of Responsibility.
8p. 1mf. L1 ED 294 291

Hills, Tynette W.
Hothousing Young Children: Implications for Early Childhood Policy and Practice.
3p. 1mf. L1 ED 294 653

Hinton, Geoffrey E.
Connectionist Learning Procedures.
70p. 1mf. L1 ED 294 889

Hirsch, Linda
Talking and Writing across the Curriculum: A Tutorial Model for Adult ESL Students in Content Courses.
35p. 1mf. L1 ED 294 195

Hoar, Nancy, Ed.
Women and Communicative Power: Theory, Research, and Practice.
132p. 2mf. L1 ED 294 263

Hobbs, Barbara
Least Restrictive Environment: Knowing One When You See It. News Digest #5.
9p. 1mf. L1 ED 294 368
Social Skills. News Digest #6.
9p. 1mf. L1 ED 294 369

Hoerner, James L.
Articulation Models and Systems: High School to Community Colleges and Community Colleges to Four Year Institutions.
29p. 1mf. L1 ED 294 628

Holmes, Marion B. W.
Education for Employment Initiatives/Cities-in-Schools Program.
14p. 1mf. L1 ED 294 005

Holmes, Michael E.
Conversational Analysis of Computer-Mediated Discourse.
23p. 1mf. L1 ED 294 260

Hoover, Elizabeth
Occupational Stress, Health, and General Well Being among Soldiers.
23p. 1mf. L1 ED 294 066

Horn, Marjorie C.
Use of Services for Family Planning and Infertility, United States, 1982. (Data from the National Survey of Family Growth, Series 23, No. 13).
67p. 1mf. L1 ED 294 115

Howey, Kenneth R.
AACTE RATE Project A National Study of Teacher Preparation. Year Two: Foundations Courses. Preliminary Findings from "Program" Data.
19p. 1mf. L1 ED 294 869

Huddy, Leonie
Bilingual Education: Symbolic Meaning and Support among Non-Hispanics.
95p. 1mf. L1 ED 294 464

Hudson, John E.
Transracial Adoption and Placement: A Critical Review of Literature.
13p. 1mf. L1 ED 294 682

Hyde, Janet Shibley
Gender Differences in Verbal Ability: A Meta-Analysis.
75p. 1mf. L1 ED 294 919

Hyman, Irwin A.
Psychological Abuse in the Schools: An Overview.
22p. 1mf. L1 ED 294 328
Psychological Trauma in the Schools: A Retrospective Study.
18p. 1mf. L1 ED 294 329

Hyman, Randy
Student Outcomes Assessment Survey 1987-88.
31p. 1mf. L1 ED 294 487

Imrie, Bradford W.
In Search of Academic Excellence: Samples of Experience.
25p. 1mf. L1 ED 294 467
Technicians, Education and Equity--With the Benefit of Foresight?
37p. 1mf. L1 ED 294 740

Ireland, David
Classroom as an Unnatural Setting. A Study of Oracy in Elementary French Immersion Classes in Ontario.
34p. 1mf. L1 ED 294 433

Izutsu, Satoru
Personality Study of Hawaii Japanese Nonagenarians: Preliminary Findings. Technical Report.
15p. 1mf. L1 ED 294 134

Jackson, Edward John
Comparative Study To Determine the Effectiveness of Adjunct Faculty in the Business Division at Fayetteville Technical Institute.
115p. 2mf. L1 ED 294 622

Jacobsen-Webb, Marilyn-Lu, Ed.
Potentials Unlimited: Nursing Practice, Education and Administration. Nursing Research Conference Proceedings (1st, Fresno, California, April 8, 1987).
101p. 2mf. L1 ED 294 002

Jarzab, Jacquelyn L.
Increasing the Awareness of Middle School Developmentally Delayed Students, Parents, and Educators Concerning Supplemental Security Income.
88p. 1mf. L1 ED 294 382

Jefferson, Anne L.
Explanation of Government Response to Educational Demands.
12p. 1mf. L1 ED 294 470

Joels, Rosie Webb
Follow-up Study of Selected Graduates from the College of Education University of Central Florida: Final Report (#85-2).
68p. 1mf. L1 ED 294 832

Johanson, Richard K., Ed.
Africa's Agenda for Action: Reform Policies, Renew Progress.
6p. 1mf. L1 ED 294 777

Johns, David M.
Manual for the 3 Rs: Reading, Reflecting and Reacting. Instructional Model.
77p. 1mf. L1 ED 294 159

Johnson, Donald A.
Attitudinal Flexibility and Intellectual Functioning in the Elderly.
30p. 1mf. L1 ED 294 107

Johnson, Heidi
Comparison of Computer Based Training vs. Instructor Based Training Using Microsoft Word.
64p. 1mf. L1 ED 294 570

Johnson, Marilyn J., Ed.
American Indian Exceptional Children and Youth. An ERIC Exceptional Child Education Report.
71p. 1mf. L1 ED 294 338

Johnson, Patricia T.
Program for Limited English Speaking Students. Necessity Is the Mother of ESL Programs.
17p. 1mf. L1 ED 294 437

Johnston, Phyllis
Teachers Learning from Experiences of Teaching: Analyses Based on Metaphor and Reflection.
18p. 1mf. L1 ED 294 859

Jones, Arnold P.
Immigration Reform: Implementation of Legalization Program. Statement of Arnold P. Jones, Senior Associate Director, General Government Division before the Subcommittee on Immigration and Refugee Affairs Committee.
14p. 1mf. L1 ED 294 965

Jones, Eric D.
Chronological Age at School Entrance and the Prevention of Learning Disabilities: Policy Making and the Misinterpretation of Research.
30p. 1mf. L1 ED 294 409

Jones, Helen Carol
"Unidentified Patient" in Home Health Care.
17p. 1mf. L1 ED 294 075

Jones, Lester W.
Preparing Students for Success at the Postsecondary Level.
24p. 1mf. L1 ED 294 952

Kamin, Donald J.
Effects of Time-Limited Counseling on the Therapeutic Alliance.
13p. 1mf. L1 ED 294 089

Kane, Katharine A.
Integrating the Language Arts: Alternatives and Strategies.
7p. 1mf. L1 ED 294 161

Kantor, Rebecca
First the Look and Then the Sound: Creating Conversations at Circle Time.
44p. 1mf. L1 ED 294 689

Kaput, James J.
Concrete-to-Abstract Software Ramp: Environments for Learning Multiplication, Division and Intensive Quantity. Technical Report 87-8.
51p. 1mf. L1 ED 294 713

Karraker, Katherine Hildebrandt
Sex Stereotyping in Parents' Perceptions of Newborns.
27p. 1mf. L1 ED 294 665

Kasten, Margaret L., Ed.
Investigations in Mathematics Education. Volume 20, Number 3.
71p. 1mf. L1 ED 294 715

Kasten, Wendy C.
Study of Third and Fifth Grade Students' Oral Language during the Writing Process. Research Bulletin.
26p. 1mf. L2 ED 294 180

Katz, Elihu
Dallas and Genesis: Primordiality and Seriality in Popular Culture.
18p. 1mf. L1 ED 294 518

Katz, Lilian G.
Issues and Dilemmas in Early Childhood Teacher Education.
37p. 1mf. L1 ED 294 690

Kauppinen-Toropainen, Kaisa
Do Women Profit from the Fact That They Perform the Same Sort of Work as Men?
14p. 1mf. L1 ED 294 087

Kay, Ruth, Ed.
Plain Talk About...Aging. Plain Talk Series.
5p. 1mf. L1 ED 294 076

Kear, Lynn
Teaching Film Studies: The Viewer Response Approach.
23p. 1mf. L1 ED 294 254

Keith, Steven N.
Assessing the Outcome of Affirmative Action in Medical Schools. A Study of the Class of 1975.
58p. 1mf. L2 ED 294 969

Kelley, Colleen E.
Soviet SDI Rhetoric: The "Evil Empire" Vision of Mikhail Gorbachev.
32p. 1mf. L1 ED 294 273

Kelly, A. E.
TPIXIE: A Computer Program To Teach Diagnosis of Algebra Errors. An Interim Report.
28p. 1mf. L1 ED 294 733

Kelly, James D.
El Salvador and Nicaragua in Four Elite U.S. Newspapers: Multiple Images and the Journalist's Reporting Perspective.
38p. 1mf. L1 ED 294 208

Kemelfield, Graeme
Evaluation of the Viles Tok Ples Skul Scheme in the North Solomons Province. ERU Report No. 51.
196p. 3mf. L2 ED 294 443

Kenkel, Marion S.
Job Search Methods of Low-Income Youth.
24p. 1mf. L1 ED 294 019

Kenkel, William F.
Job Search Methods of Low-Income Youth.
24p. 1mf. L1 ED 294 019

Kerst, Catherine Hiebert
Ethnic Folklife Dissertations from the United States and Canada, 1960-1980. A Selected, Annotated Bibliography.
80p. 1mf. L1 ED 294 701

Kester, Donald L.
Listen, Practice, Converse: A Communication Approach to Second Language Acquisition in Torrance Unified School District. (A Japanese and Korean Bilingual Program Funded under Title VII of the Elementary and Secondary Education Act.) Third Annual Evaluation Report (1986-1987).
73p. 1mf. L1 ED 294 430

Kierstead, John T.
Education of Behaviorally Handicapped Students in Maine.
87p. 1mf. L1 ED 294 346

Kievelitz, Uwe
Climbing the Intercultural Ladder: The Gradual Adaptation Process to a Village Culture in Indonesia. Occasional Papers in Intercultural Learning #9.
30p. 1mf. L1 ED 294 771

Kiewitt, Eva L., Comp.
Directory of Curriculum Materials Centers. 2nd Edition.
197p. 3mf. L2 ED 294 588

Kim, Yungho
Study of Private and Public Sector Vocational Training Programs in California.
98p. 2mf. L1 ED 294 007

King, Jean A.
Analyzing the School Evaluation Use Process To Make Evaluation Worth the Effort.
22p. 1mf. L1 ED 294 299

King, Nancy
Rural Education in the Northeast United States.
33p. 1mf. L1 ED 294 708

Kinsella-Shaw, Mary
Dual Career Mothers' Role Conflict, Parental Roles, and Gender Roles.
26p. 1mf. L1 ED 294 073

Kirchner, Doris
Building Advanced Oral Proficiency Skills for Managers.
22p. 1mf. L1 ED 294 425

Kirkwood, Adrian
Access to Video Equipment for Study Purposes: Undergraduate Students in 1986. Findings from the Costs/Access Survey 1986. Report No. 5.
19p. 1mf. L1 ED 294 557

Kirshstein, Rita J.
Evaluation of Chapter I in the Montgomery County Public Schools. Chapter I Students in the Montgomery County Public Schools: A Description and Follow-up.
45p. 1mf. L1 ED 294 947

Kister, Joanna
Development Education for the American Teenager through Home Economics. Global Connections. Teacher's Guide.
13p. 1mf. L1 ED 293 983

Klauke, Amy
Developmental Approach to Kindergarten: Profile of an Expert Teacher.
34p. 1mf. L1 ED 294 679

Kleiber, Douglas A.
Changes in Personal Investment in Adulthood.
24p. 1mf. L1 ED 294 106

Kluender, Mary M.
Education Professoriate: Introductory Foundations Faculty, 1987 RATE Data.
45p. 1mf. L1 ED 294 871

Knapp, Clifford E.
Creating Humane Climates Outdoors: A People Skills Primer.
104p. 2mf. L1 ED 294 706

Knight, Peter G.
Implications of Non-Specialists Teaching Outside Their Main Subject: A Case Study with Special Reference to the Economics Education 14-16 Project. Research Papers in Economics Education #12.
31p. 1mf. L1 ED 294 781

Koch, Helmut
Moist Side of Life--Some Classroom Activities in Biological Adaptation.
52p. 1mf. L1 ED 294 718

Koester, Jolene
Relationship of Cultural Similarity, Communication Effectiveness and Uncertainty Reduction.
25p. 1mf. L1 ED 294 289

Kolb, Audrey
Manual for Small Libraries in Alaska.
393p. 5mf. L1 ED 294 583

Kolstad, Andrew
High School and Beyond: A National Longitudinal Study for the 1980's. Local Labor Market Indicators for High School and Beyond Schools (1980-1982): Data File User's Manual.
62p. 1mf. L1 ED 294 085

Kosmidis, Mary
Impact of Composition Aides on Writing in the District of Columbia Public Schools: The First Six Months.
18p. 1mf. L1 ED 294 173

Kruse, Janice
Critical Ingredients for School Improvement Efforts.
20p. 1mf. L1 ED 294 325

Kuehn, Scott A.
Discovering All the Available Means for Computer Assisted Instruction: Adapting Available University Facilities for the Small to Medium-Sized Course.
22p. 1mf. L1 ED 294 284

Kugelmann, Robert
Cost-Effectiveness Study of the Two-Year Dental Hygiene Program at Fayetteville Technical Institute.
132p. 2mf. L1 ED 294 632

Kurfiss, Joanne
Process and Product in Small Group Writing Instruction: A Multivariate Approach.
8p. 1mf. L1 ED 294 233

Labu, Francis, Ed.
Iumi Lanem Pijin. A Basic Course in Solomon Islands Pidgin.
178p. 2mf. L1 ED 294 417

Lad, F. R.
Fundamental Theorem of Prevision. Technical Report No. 506. November 1987.
45p. 1mf. L1 ED 294 880

Lampert, Magdalene
Teachers' Thinking about Students' Thinking about Geometry: The Effects of New Teaching Tools. Technical Report 88-1.
38p. 1mf. L1 ED 294 724

Langer, Peter
Longitudinal Study of Student Retention at an Urban Commuter University.
34p. 1mf. L1 ED 294 496

Larsson, Yvonne
On Being a Gifted Adolescent. Selected Papers Number 54.
17p. 1mf. L1 ED 294 661

Lavine, Michael
Local Predictive Influence. Technical Report No. 503. November 1987.
17p. 1mf. L1 ED 294 881

Law, Nancy
Knowledge Structures: Where Can We Find Them?
13p. 1mf. L1 ED 294 922

Lawson, V. K.
Read On! II. A Sequential Reading Series. Book 1 and Workbook 1.
156p. 2mf. L2 ED 293 989
Read On! II. A Sequential Reading Series. Instructor's Guide.
72p. 1mf. L2 ED 293 988

Lawton, Stephen B.
Cost of Adult Continuing Education in Ontario.
241p. 3mf. L1 ED 294 004

Lealand, Geoff
National Survey of New Zealand Journalists. A Summary Report.
9p. 1mf. L1 ED 294 228

LeCapitaine, John E.
Effects of Group Creativity Training on Teachers' Empathy and Interactions with Students.
22p. 1mf. L1 ED 294 858

Lee, Artis
Read On! II. A Sequential Reading Series. Book 5 and Workbook 5: Let Me Tell You a Story.
176p. 2mf. L2 ED 293 993

Lee, Marjorie
Special Education Parents Alliance. Parent-Professional Teamwork Employment Project for Persons with Disabilities: "How-To" Booklet.
20p. 1mf. L1 ED 294 379

Lee, Nancy
Staff Development for School Change: Growing into Schools of the Future.
22p. 1mf. L1 ED 294 865

Lee, Sungho
Science and Higher Education in Korea.
22p. 1mf. L1 ED 294 501

LeFlore, Larry
Marital Problems of Rural/Small City Working Wives: A Study of the Nature and Severity of Marital Problems.
29p. 1mf. L1 ED 294 129

Lefstein, Leah
Portrait of Young Adolescents in the 1980's.
28p. 1mf. L2 ED 294 649

Lehman, Lois J., Comp.
Directory of Curriculum Materials Centers. 2nd Edition.
197p. 3mf. L2 ED 294 588

Lemon, Hallie S.
Collaborative Strategies for Teaching Composition: Theory and Practice.
14p. 1mf. L1 ED 294 221

Leonard, Paul A.
Falling through the Safety Net: Latinos and the Declining Effectiveness of Anti-Poverty Programs in the 1980s. Public Policy Report 1.
20p. 1mf. L1 ED 294 946

Lepper, Mark R.
Effects of Fantasy Context on Children's Learning and Motivation.
10p. 1mf. L1 ED 294 676

Levine, Daniel U.
Differing Policy Implications of Alternate Multiple Regressions Using the Same Set of Student Background Variables to Predict Academic Achievement.
15p. 1mf. L1 ED 294 902
Inherent Impact of Non-Promoted Students on Reading Scores in a Big City Elementary School.
14p. 1mf. L1 ED 294 941

Levy, Vic
Child Care Update: 1987.
27p. 1mf. L1 ED 294 650

Lewis, Lisa A.
Female Address in Music Video: Voicing the Difference Differently.
25p. 1mf. L1 ED 294 519

Licht, Norman
Problem-Solving Research with Computers.
32p. 1mf. L1 ED 294 760

Liebes, Tamar
Dallas and Genesis: Primordiality and Seriality in Popular Culture.
18p. 1mf. L1 ED 294 518

Liebig, Phoebe S.
Retirement Equity Act, Survivor Benefits Protections, and Public Employee Retirement Systems.
27p. 1mf. L2 ED 294 126

Linacre, John Michael
Practical Realization of the Standard Error of the Mantel-Haenszel Statistic.
31p. 1mf. L1 ED 294 917
Simple and Effective Algorithms: Computer-Adaptive Testing.
10p. 1mf. L1 ED 294 918

Lindfelt, Bengt
L'enchainement des consonnes occlusives suivies de voyelles anterieures en francais (The Chaining of Occlusive Consonants Followed by Anterior Vowels in French).
302p. 4mf. L1 ED 294 458

Lindsay, Peter H.
Computers in Special Education: Using Technology To Make Up the Difference.
27p. 1mf. L1 ED 294 393

Linn, Marcia C.
Gender Differences in Verbal Ability: A Meta-Analysis.
75p. 1mf. L1 ED 294 919

Littlejohn, Alice C.
Online Database Searching Workbook.
40p. 1mf. L1 ED 294 592

Lively, Madeleine
Second Language Acquisition by Children: A Review of Twelve Years at Tarrant County Junior College.
10p. 1mf. L1 ED 294 445
We've Got the "HOTS" for Foreign Languages: Higher Order Thinking Skills.
20p. 1mf. L1 ED 294 641

Lochhead, Jack
Can Cognitive Theory Help Us Teach Physics?
40p. 1mf. L1 ED 294 768
Toward a Scientific Practice of Mathematics Education.
28p. 1mf. L1 ED 294 747

Lockhart, Lettie L.
Marital Problems of Rural/Small City Working Wives: A Study of the Nature and Severity of Marital Problems.
29p. 1mf. L1 ED 294 129

Lockwood, Alan L.
Moral Education: Why Not in Public Secondary Schools?
6p. 1mf. L1 ED 294 808

Lockwood, Anne Turnbaugh
Cooperative Learning.
7p. 1mf. L1 ED 294 853

Loewen, James W.
Gender Bias in SAT Items.
63p. 1mf. L1 ED 294 915

Logan, Lloyd
Checklist for Designing or Evaluating Inservice Education Proposals.
54p. 1mf. L1 ED 294 303

Losche, Gisela
Sensorimotor and Action Development in Autistic Children from Infancy to Early Childhood.
25p. 1mf. L1 ED 294 380

Lucas, Christopher J.
Accountability and Assessment in American Higher Education: Two Case Studies.
30p. 1mf. L1 ED 294 895

Ludlow, Barbara L.
Preschool Programs for Handicapped Children. Fastback 257.
36p. 1mf. L1 ED 294 359

Luna, Gene
Promoting Faculty-Student Interaction in Residence Life. A Presentation of Information and Ideas.
30p. 1mf. L1 ED 294 109

Lund, Sissel
Media Revolution in a Small State Perspective: The Case of Norway.
10p. 1mf. L1 ED 294 522

Lundsteen, Sara W.
Critical Thinking in Problem Solving: A Perspective for the Language Arts Teacher.
12p. 1mf. L1 ED 294 184

Lunenburg, Frederick C.
Pupil Control Ideology and Behavior and the Quality of School Life.
29p. 1mf. L1 ED 294 938

Lynch, Margaret E.
HIAA's The Business of Insurance: An Introduction.
39p. 1mf. L2 ED 294 060

Lynch, Patrick D.
Supervisors' Role and the Use of Failure in Guatemala's Schools.
15p. 1mf. L1 ED 294 315

Lynch, Richard L.
Priorities for Research and Development in Vocational Education. Monographs Prepared in Partial Fulfillment of a Planning Grant for a National Center for Research in Vocational Education.
136p. 2mf. L1 ED 293 981

Lytle, James
Special Education: Views from America's Cities.
95p. 1mf. L1 ED 294 364

MacDonald, C.
Window on the Workplace? Pupils' and Employers' Views of a Work Experience Scheme.
62p. 1mf. L2 ED 294 037

Machell, David F.
Recovering Alcoholic Police Officer and the Danger of Professional Emotional Suppression.
17p. 1mf. L1 ED 294 099

Machura, Ludmila
What Can Be Learnt from Teaching Children?
10p. 1mf. L1 ED 294 447

MacKay, A. Wayne
Charter of Rights and Special Education: Blessing or Curse?
32p. 1mf. L1 ED 294 392

MacLean, Barbara
Alaska Collection Development Manual.
89p. 1mf. L1 ED 294 587

MacLeod-Engel, Nan
Role of Television in the Daily Lives of the Elderly.
41p. 1mf. L1 ED 294 520

Madigan, R. J.
Written Assignments in the Introductory Course.
16p. 1mf. L1 ED 294 218

Maehr, Martin L.
Changes in Personal Investment in Adulthood.
24p. 1mf. L1 ED 294 106

Mahan, Don
Practical Guide to the Flexible Calendar. ACCCA Management Report 1987-8/5.
9p. 1mf. L1 ED 294 619

Major, Ann Marie
Pluralistic Ignorance and Communication about a Critical Political Issue.
30p. 1mf. L1 ED 294 292

Malley, James R.
Simple Forecasting Model Linking Macroeconomic Policy to Industrial Employment Demand.
41p. 1mf. L1 ED 294 031

Maloney, Raymond
Helping Your Child Learn at School: How Parents Support Good Study Habits in the Home.
15p. 1mf. L1 ED 294 651

Mancini, Paolo
Strategies of TV News Dramatization: An Attempt of Discourse Analysis.
17p. 1mf. L1 ED 294 525

Mander, Mary S.
Utopian Elements in the Discourse on Broadcasting in the United States in the 1920s.
32p. 1mf. L1 ED 294 524

Manlove, Donald C.
K-12 Self Studies: Who Needs Them?
14p. 1mf. L1 ED 294 331

Manning, Gary
Attitudes of Middle School Students toward Low-Structure and High-Structure Content Journals.
11p. 1mf. L1 ED 294 236

Mansell, Jack
Key Technologies. Some Implications for Education and Training. An Occasional Paper.
35p. 1mf. L1 ED 294 012

Manuel, Preethi
Representation of Blacks on British Television Drama, 1984.
65p. 1mf. L1 ED 294 523

Marcelo, Carlos
Research on Psychosocial Environment Evaluation at University Classrooms: Adaptation of C.U.C.E.I. to the Spanish Educational Context.
15p. 1mf. L1 ED 294 913

Maron, Chris
How To Help Your Child as a Learner. Selected Papers Number 51.
24p. 1mf. L1 ED 294 659

Marshall, Ann C., Ed.
Iumi Lanem Pijin. A Basic Course in Solomon Islands Pidgin.
178p. 2mf. L1 ED 294 417

Marshall, J. Dan
Recruitment and Induction of "Quality" Students Into Teacher Education: A Case Study.
41p. 1mf. L1 ED 294 843

Marshall, Thomas A.
Some Political Implications of Teaching Institutional Discourse.
8p. 1mf. L1 ED 294 206

Martin, Jarell W.
Full-Time Vocational Training Program. Dropout Retrieval.
27p. 1mf. L1 ED 294 006

Martinak, R.
Studies of Diagnosis & Remediation with High School Algebra Students.
70p. 1mf. L1 ED 294 734

Martinez, Margaret Perea
Music Program Evaluation, 1985-1986.
72p. 1mf. L1 ED 294 792

Martorana, S. V.
Abreast of the Lawmakers: State Level Public Policy Affecting Community College Education, Input 1984. A Report to the National Council of State Directors of Community and Junior Colleges (NCSDCJC).
51p. 1mf. L1 ED 294 638
State Legislation and State Level Public Policy Affecting Community, Junior, and Two-Year Technical College Education, 1985. A Report to the National Council of State Directors of Community and Junior Colleges (NCSDCJC).
47p. 1mf. L1 ED 294 639

Martuza, Victor R.
Manual for the 3 Rs: Reading, Reflecting and Reacting. Instructional Model.
77p. 1mf. L1 ED 294 159

Martyniuk, Joy S.
Depression and Suicide in Childhood. January 1983 through April 1987. National Library of Medicine Literature Search No. 87-5.
18p. 1mf. L1 ED 294 097

Marzano, Robert J.
Dimensions of Thinking: A Framework for Curriculum and Instruction.
175p. 2mf. L2 ED 294 222

Mason, Jana M.
Fostering Comprehension by Reading Books to Kindergarten Children. Technical Report No. 426.
35p. 1mf. L1 ED 294 138

Mason, Virgyl
Kendall Demonstration Elementary School: Mathematics Curriculum Guide. Second Edition.
149p. 2mf. L2 ED 294 399

Mathinos, Debra A.
Communicative Abilities of Disabled and Nondisabled Children.
38p. 1mf. L1 ED 294 385

Matross, Ronald
Designing an Information Center: An Analysis of Markets and Delivery Systems.
9p. 1mf. L1 ED 294 478

Mattera, Gloria
Models of Effective Migrant Education Programs.
123p. 2mf. L1 ED 294 704

Matviko, John
How Far Do You Go and How Much Do You Show: Pittsburgh Television News Media and the R. Budd Dwyer Suicide.
18p. 1mf. L1 ED 294 257

Max, M. D., Ed.
Code of Practice for Scientific Diving: Principles for the Safe Practice of Scientific Diving in Different Environments. Unesco Technical Papers in Marine Science 53.
290p. 4mf. L2 ED 294 769

McBride, Stephanie
Adspots and Green Eyes: 'National' Identity in Irish TV Commercials and Other 'Marginal' Areas of Irish Television.
21p. 1mf. L1 ED 294 526

McCollum, Terry L.
Effect of Animal Dissections on Student Acquisition of Knowledge of and Attitudes toward the Animals Dissected.
20p. 1mf. L1 ED 294 749

McConnell, David M.
Effects of Group Creativity Training on Teachers' Empathy and Interactions with Students.
22p. 1mf. L1 ED 294 858

McCormick, Donald W.
Bibliography of Literature on Neuro-Linguistic Programming.
17p. 1mf. L1 ED 294 444

McDaid, Janet L.
Promotion and Retention Policy Implementation Study No. 463.
43p. 1mf. L1 ED 294 982

McElhenny, Sara
Child Care Center Operations and Facilities of Selected League for Innovation Community Colleges.
98p. 2mf. L1 ED 294 672

McGann, Patrick
Women and the Dichotomy of Literacy: Public/Private Discourse.
15p. 1mf. L1 ED 294 200

McGinley, William
Reading and Writing as Ways of Knowing and Learning. Technical Report No. 423.
19p. 1mf. L1 ED 294 136

McGuigan, Jim
Cognitive Dimension--"Edge of Darkness."
21p. 1mf. L1 ED 294 529

McGuire, Joan M.
Connecticut's Pilot Programs for College Students with Learning Disabilities: Final Report.
85p. 1mf. L1 ED 294 363

McIntyre, Thomas
Listing of Articles, Books, Films, and Activities for Use in Training Programs for Teachers Regarding Child Abuse and Neglect.
24p. 1mf. L1 ED 294 378

McKinney, Kay
Five Tips To Improve Teaching. Research in Brief.
3p. 1mf. L1 ED 294 863

McKnight, Lee
News as Interaction: Technology, Content and Audience.
25p. 1mf. L1 ED 294 527

McLeod, Alex
National Surveys of Successful Teachers of Writing and Their Students: The United Kingdom and the United States. Technical Report No. 14.
53p. 1mf. L1 ED 294 244

McMahon, Barrie
Approach to the Teaching of Television in Secondary Schools.
30p. 1mf. L1 ED 294 528

McNelly, John T.
News Media and Audience Images of Foreign Countries: Optimism and Pessimism.
40p. 1mf. L1 ED 294 288

Meacham, Isabel
Presenting California State University Admission Requirements to Tenth Grade Students: A Pilot Project.
12p. 1mf. L1 ED 294 481

Meeker, Mary
Brain Research: The Necessity for Separating Sites, Actions and Functions.
9p. 1mf. L1 ED 294 374
Next Challenge in Gifted Education.
3p. 1mf. L1 ED 294 373

Meerson, Mary Lou
Integrating the Language Arts: Alternatives and Strategies Using Trade Books as Models for Student Writing.
8p. 1mf. L1 ED 294 210

Melanson, Diane C.
Applied Self-Statement Modification and Applied Modified Desensitization in the Treatment of Speech Anxiety: The Synergy Hypothesis.
260p. 3mf. L1 ED 294 252

Melear, Claudia T.
Perceptions of Research Scientists and Science Educators Regarding Science Education: Call for Synergy.
23p. 1mf. L1 ED 294 737

Mellenbergh, Gideon J.
Experimental Research on the Explanation of Item Bias.
13p. 1mf. L1 ED 294 912

Meltzer, Phyllis
Volunteer Service Agreements: A New Strategy for Volunteer Management.
14p. 1mf. L1 ED 294 017

Mendelson, Michael David
Maintaining Children in the Least Restrictive Environment: Bias in the Decision Making Process of Special Education Placement Teams.
122p. 2mf. L1 ED 294 339

Mengel, Andrea
Reconceptualizing the Baccalaureate Nursing Curriculum.
48p. 1mf. L1 ED 294 471

Merrick, Thomas W.
Demographics: People and Markets.
53p. 1mf. L1 ED 294 802

Merritt, Bishetta
Black Family Imagery and Interactions on Television: A Preliminary Analysis.
21p. 1mf. L1 ED 294 561

Mestre, Jose P.
Promoting Expert-Like Behavior among Beginning Physics Students.
48p. 1mf. L1 ED 294 751

Mets, Lisa A., Ed.
Key Resources on Higher Education Governance, Management, and Leadership. A Guide to the Literature.
515p. mf. L3 ED 294 479

Meussling, Vonne
Corporate Culture Climate at the Crossroads: Back to the Future.
19p. 1mf. L1 ED 294 275
Field Experience: The Unique Aspect of a Public Relations Program.
20p. 1mf. L1 ED 294 274

Mikkelsen, Nina
Beyond the ABC: Toward a Rhetoric of Children's Literature and Reading.
19p. 1mf. L1 ED 294 154

Mikkelsen, Vincent
Beyond the ABC: Toward a Rhetoric of Children's Literature and Reading.
19p. 1mf. L1 ED 294 154

Mikulecky, Larry
Effectiveness of Interactive Computer Assisted Modeling in Teaching Study Strategies and Concept Mapping of College Textbook Material.
20p. 1mf. L1 ED 294 165
Literacy for the Workplace.
40p. 1mf. L1 ED 294 164

Miles, Albert S.
Law and College Counselors.
7p. 1mf. L1 ED 294 090

Miller, Curtis
Analysis of Washington State Policy for School Administrator Evaluation by Certified Subordinates.
37p. 1mf. L1 ED 294 908

Miller, Earlynn J.
Together We Create Art...With Roots in Folk Traditions. A Lecture-Exhibit-Performance.
29p. 1mf. L2 ED 294 857

Miller, John P.
Holistic Curriculum.
140p. mf. L3 ED 294 845

Miller, Patricia D.
Language Experience Approach for Beginning Reading: A Quantitative Research Synthesis.
45p. 1mf. L1 ED 294 139

Milne, Fred L.
House Undivided: Some Perspectives from a Once "Intimate Enemy," Now a Department Head.
14p. 1mf. L1 ED 294 234

Mink, JoAnna Stephens
Integrating Reading, Writing, and Learning Theory: A Method to Our Madness.
12p. 1mf. L1 ED 294 166

Mirsky, Patricia S.
Implementation of Consultation Strategies To Improve Communication between Special Educators and Teachers, Principals, and Parents at the Elementary Level.
68p. 1mf. L1 ED 294 669

Miyake, Kazuo, Ed.
Research and Clinical Center for Child Development Annual Report, 1986-1987. No. 10.
68p. 1mf. L1 ED 294 655

Moersch, Christopher M.
Effectiveness of Computer-Assisted Instruction, Cooperative Learning, Peer Tutoring, and Class Size on Academic Achievement: A Review.
14p. 1mf. L1 ED 294 297

Monheit, Alan C.
Employers and Medicare as Partners in Financing Health Care for the Elderly.
24p. 1mf. L1 ED 294 114

Montepare, Joann M.
Improving Preschoolers' Recognition Memory for Faces with Orienting Information.
11p. 1mf. L1 ED 294 671

Montgomery, Wanda
Development Education for the American Teenager through Home Economics. Global Connections. Teacher's Guide.
13p. 1mf. L1 ED 293 983

Moody-Thomas, Sarah
Demographic and Situational Variables Influencing Substance Use among Urban Black Adolescents.
11p. 1mf. L1 ED 294 968

Moon, Charles E.
New Perspective on Intelligence: Examining Field Dependence/Independence in Light of Sternberg's Triarchic Theory of Intelligence.
27p. 1mf. L1 ED 294 893

Moore, Barbara McGregor
Direct Instruction and Affective Learning in Career Education.
18p. 1mf. L1 ED 293 984

Moore, J. L.
Enhancing PIXIE's Tutoring Capabilities.
40p. 1mf. L1 ED 294 735

Moore, Marcia C.
Liberal Arts and the Communication and Aging Course: Infusing a Tradition with an 'Old/New' Twist.
7p. 1mf. L1 ED 294 279

Morgan, S. Philip
Parenthood and the Attitudes of Young Adults. A RAND Note.
12p. 1mf. L2 ED 294 688

Moronuki, Mikio
How the Architectural Research Is Used in Educational Facilities and Design in Japan. Phase II.
33p. 1mf. L1 ED 294 318

Mosher, William D.
Use of Services for Family Planning and Infertility, United States, 1982. (Data from the National Survey of Family Growth, Series 23, No. 13).
67p. 1mf. L1 ED 294 115

Moulin, Nelly
Effect of Parent Involvement in Classroom Activities on Parents' and Children's Attitude toward School.
13p. 1mf. L1 ED 294 667

Mowery, David C., Ed.
Technology and Employment. Innovation and Growth in the U.S. Economy. Executive Summary.
30p. 1mf. L2 ED 294 057

Murnane, Richard J., Ed.
Improving Indicators of the Quality of Science and Mathematics Education in Grades K-12.
231p. 3mf. L2 ED 294 717

Murphy, Edward J.
Bias Review Methods for a Teacher Certification Testing Program.
32p. 1mf. L1 ED 294 906

Murphy, James, Ed.
Least Restrictive Environment: Knowing One When You See It. News Digest #5.
9p. 1mf. L1 ED 294 368
Minority Issues in Special Education: A Portrait of the Future. News Digest #9.
9p. 1mf. L1 ED 294 371
Transition: The Roles of Parents, Students, and Professionals. Transition Summary #4.
9p. 1mf. L1 ED 294 367

Murphy, James,. Ed.
Social Skills. News Digest #6.
9p. 1mf. L1 ED 294 369

Murphy, Lila C.
Women in Vocational Education Leadership Positions: Factors Influencing Success. Final Report.
56p. 1mf. L1 ED 294 033

Murphy, Linda
Parent and Teacher Relationships.
10p. 1mf. L2 ED 294 353

Musa, Allieu V. V.
Mende Language Manual. Revised Edition.
115p. 2mf. L1 ED 294 419

Nagakura, Yasuhiko
How the Architectural Research Is Used in Educational Facilities and Design in Japan. Phase II.
33p. 1mf. L1 ED 294 318

Naranjo, Laura Villagomez
Aprendemos Espanol. (Let's Learn Spanish).
180p. 2mf. L1 ED 294 429

Natriello, Gary
Evaluation Processes in Schools and Classrooms. Report No. 12. May, 1987.
98p. 2mf. L1 ED 294 890

Neal, Homer A.
Selected Issues Facing U.S. Graduate Education.
13p. 1mf. L1 ED 294 473

Nelson, Jack A.
Genius of Passion: Esquire, Coronet and Ken Magazines.
16p. 1mf. L1 ED 294 242

Neufeld, G. Ronald
Innovations in Distance Education Applied to the Professional Development of Teachers. (A Canadian Perspective).
22p. 1mf. L1 ED 294 574

Neuman, Susan B.
Television and Reading: A Research Synthesis.
57p. 1mf. L1 ED 294 532

Neumann, David S.
Imaging and Creativity: Creating and Reacting to Sense Data.
17p. 1mf. L1 ED 294 251

Newman, Anabel P.
Evaluation of the Impact of the Advertising Council's "Volunteer Against Illiteracy" Campaign on Public Awareness of and Resources Devoted to Adult Literacy for 1985.
677p. 8mf. L1 ED 293 979

Nicolai, Michael T.
Professional and the Lay Judge: A Comparison of Competitive Rankings in Forensics Tournaments.
12p. 1mf. L1 ED 294 276

Nielsen, Norm
How a Small/Rural College May Start and Sustain an International Program.
7p. 1mf. L1 ED 294 643

Niemi, Hannele M.
Is Teaching Also a Moral Craft for Secondary School Teachers? Cognitive and Emotional Processes of Student Teachers in Professional Development During Teacher Education.
35p. 1mf. L1 ED 294 875

Nieminen, Gayla
Wilmette District #39 Kindergarten Study. Final Report.
50p. 1mf. L1 ED 294 681

Nigro, Kirk A.
Improving the Teaching of Science: An Overview of Recent Research.
15p. 1mf. L1 ED 294 294

Nitecki, Danuta A., Ed.
Energies for Transition. Proceedings of the National Conference of the Association of College and Research Libraries (4th, Baltimore, Maryland, April 9-12, 1986).
254p. 3mf. L2 ED 294 589

Noreen, Robert, Ed.
Conference on English and Mathematics. Proceedings (October 21-23, 1987, Napa, California).
67p. 1mf. L1 ED 294 615

Nufrio, Ronald M.
Elementary Counseling: A Program Model.
16p. 1mf. L1 ED 294 124

Nugent, Harold E.
Sentence Combining and Organizing Principles.
16p. 1mf. L1 ED 294 170

Null, Roberta
Full-Timing: A Housing Alternative for Older People.
21p. 1mf. L1 ED 294 108

O'Connell, Joanne Curry, Ed.
Study of the Special Problems and Needs of American Indians with Handicaps Both On and Off the Reservation. Volume II: Individual Reports. Volume III: Appendices.
337p. 4mf. L1 ED 294 343
Study of the Special Problems and Needs of American Indians with Handicaps Both On and Off the Reservation. Volume I: Executive Summary.
25p. 1mf. L1 ED 294 342

O'Daffer, Phares G., Ed.
Problem Solving: Tips for Teachers. Selections from the "Arithmetic Teacher."
83p. mf. L3 ED 294 757

O'Shaughnessy, Carol
Older Americans Act Amendments of 1987: A Summary of Provisions. Public Law 100-175. An Information Paper Prepared for Use by the Special Committee on Aging. United States Senate, 100th Congress, 1st Session.
95p. 1mf. L1 ED 294 078

Obermeyer, Gary
Staff Development for School Change: Growing into Schools of the Future.
22p. 1mf. L1 ED 294 865

Odendaal, M. S.
Needs Analysis of Higher Primary Teachers in Kwa Zulu. Report of a Project: "Improvement of English Language Proficiency of Black Primary School Teachers in Southern Africa."
106p. 2mf. L1 ED 294 427

Oduko, Segun
New Technologies Upset the Political Communication Balance in the Third World.
21p. 1mf. L1 ED 294 531

Ohtsuka, Keisuke
Discourse Organization in the Comprehension of Narrative Texts. Technical Report No. 428.
20p. 1mf. L1 ED 294 151

Oja, Sharon Nodie
Some Promising Endeavors in School-Univerity Collaboration: Collaborative Research and Collaborative Supervision in the University of New Hampshire Five-Year Program.
11p. 1mf. L1 ED 294 835

Okigbo, Charles
Television in the Lives of Nigerian Youths.
41p. 1mf. L1 ED 294 530

Olebe, Margaret
Relationship of Cultural Similarity, Communication Effectiveness and Uncertainty Reduction.
25p. 1mf. L1 ED 294 289

Olejnik, Stephen F.
Contrast Analysis for Scale Differences.
26p. 1mf. L1 ED 294 916

Olsheski, Jerry
Industrial Rehabilitation in the Public Sector: The Ohio Experience.
15p. 1mf. L1 ED 294 110

Olson, Carol Booth, Ed.
Practical Ideas for Teaching Writing as a Process. 1987 Edition.
227p. 3mf. L2 ED 294 193

Osborne, Bill
Appraisal for Professional Improvement.
10p. 1mf. L1 ED 294 319

Osborne, Ernest L.
Innovative Programs To Meet Industry Workforce Needs.
13p. 1mf. L1 ED 293 995

Osborne, Nancy Seale
Pre-K-12 Multicultural Education. Making Connections: Racism, Militarism, and Feminism.
6p. 1mf. L1 ED 294 821

Osteen, Craig
Losing Chlordimeform Use in Cotton Production. Its Effects on the Economy and Pest Resistance. Agricultural Economic Report Number 587.
36p. 1mf. L1 ED 294 030

Owen, Dorothy L.
Primer for In-School Productions.
25p. 1mf. L1 ED 294 566

Owens, John E.
Preservice Secondary Mathematics Teachers' Constructs of Mathematics and Mathematics Teaching.
47p. 1mf. L1 ED 294 761

Packard, Rosa
Projects for Peace: We Can Take Action.
7p. 1mf. L1 ED 294 819

Page, Reba
Interpreting Curriculum Differentiation.
48p. 1mf. L1 ED 294 933

Pallrand, George J.
Knowledge Representation about Projectile Motion in Junior High School Students.
69p. 1mf. L1 ED 294 739

Palmer, Patricia
Social Nature of Children's Television Viewing.
30p. 1mf. L1 ED 294 533

Parker, Betty June, Ed.
American Dissertations on Foreign Education: A Bibliography with Abstracts. Philippines. Volume XVIII, Part 2, M-Z.
532p. 6mf. L1 ED 294 798
American Dissertations on Foreign Education: A Bibliography with Abstracts. Philippines. Volume XVIII, Part 1, A-L.
562p. 6mf. L1 ED 294 797

Parker, Franklin, Ed.
American Dissertations on Foreign Education: A Bibliography with Abstracts. Philippines. Volume XVIII, Part 2, M-Z.
532p. 6mf. L1 ED 294 798
American Dissertations on Foreign Education: A Bibliography with Abstracts. Philippines. Volume XVIII, Part 1, A-L.
562p. 6mf. L1 ED 294 797

Parker, Joan M.
Online Database Searching Workbook.
40p. 1mf. L1 ED 294 592

Parker, Louise E.
Effects of Fantasy Context on Children's Learning and Motivation.
10p. 1mf. L1 ED 294 676

Parsons, Jim
Literature and Everyday Decisions: An Essay about the Influence of Literature on Decision-Making.
21p. 1mf. L1 ED 294 196

Partridge, Susan
Children's Free Play: What Has Happened to It?
14p. 1mf. L1 ED 294 656

Patrias, Karen
Differential Diagnosis of Alzheimer's and Other Dementing Diseases. January 1983 through June 1987. National Library of Medicine Literature Search No. 87-6.
48p. 1mf. L1 ED 294 096

Pattison-Gordon, Laurie
Concrete-to-Abstract Software Ramp: Environments for Learning Multiplication, Division and Intensive Quantity. Technical Report 87-8.
51p. 1mf. L1 ED 294 713

Payne, Barbara
Views of Retirement by Active and Retired Protestant Ministers.
17p. 1mf. L1 ED 294 128

Peach, Larry E.
Legal Issues Affecting Faculty and Administration in Higher Education.
20p. 1mf. L1 ED 294 466
Study of Methods of School-Community Communications Based on Responses of Parents of School Children in Middle Tennessee.
18p. 1mf. L1 ED 294 321
Study To Determine Parents' and Teachers' Perceptions of the Effectiveness of Public School Principals in the Upper Cumberland Development District of Tennessee.
21p. 1mf. L1 ED 294 322

Pearson, P. David
Explicit Comprehension Instruction: A Review of Research and a New Conceptualization of Instruction. Technical Report No. 427.
21p. 1mf. L1 ED 294 152

Pechman, Ellen M.
Analyzing the School Evaluation Use Process To Make Evaluation Worth the Effort.
22p. 1mf. L1 ED 294 299

Pellegrini, Anthony D.
Parental Distancing Strategies and Children's Fantasy Play.
20p. 1mf. L1 ED 294 668

Pemagbi, Joe
Mende Language Manual. Revised Edition.
115p. 2mf. L1 ED 294 419

Pendleton, Ronald K.
Model Competency Based Curriculum for Adult/Vocational Instructor Training.
130p. 2mf. L1 ED 294 003

Penick, John E.
Building a Research-Based Model Science Teacher Education Program.
5p. 1mf. L1 ED 294 723

Penn, Patricia, Ed.
Children At Risk: An Urban Education Network Conference Proceedings. (Louisville, KY, December 1985). Occasional Paper No. 023.
42p. 1mf. L1 ED 294 974

Penn, William
Special Education: Views from America's Cities.
95p. 1mf. L1 ED 294 364

Perlmutter, Jane C.
Parental Distancing Strategies and Children's Fantasy Play.
20p. 1mf. L1 ED 294 668

Perry, David K.
News Media and Audience Images of Foreign Countries: Optimism and Pessimism.
40p. 1mf. L1 ED 294 288

Peterson, Marvin W., Ed.
Key Resources on Higher Education Governance, Management, and Leadership. A Guide to the Literature.
515p. mf. L3 ED 294 479

Peyton, Joy Kreeft
History of Dialogue Journals and Dissertation Abstracts.
18p. 1mf. L1 ED 294 411

Pieratos, Anna
Perspective of Migrant Adolescents. Selected Papers Number 50.
15p. 1mf. L1 ED 294 658

Pirkle, Sheila Farrell
Knowledge Representation about Projectile Motion in Junior High School Students.
69p. 1mf. L1 ED 294 739

Plevin, Arlene
Education as a Career.
58p. 1mf. L2 ED 294 848

Pocock, Barbara
Man-Made Skill: Women Challenging the Tradition in England, Sweden and Germany. Ideas for Australia.
125p. 2mf. L1 ED 293 986

Poole, Gary D.
Estimates of Preventability and Their Relation to Health Behavior.
23p. 1mf. L1 ED 294 069

Poris, Marilyn
Initial Effects of Word Processing on Writing Quality and Writing Anxiety of Freshman Writers.
33p. 1mf. L1 ED 294 217

Posno, T. R.
Future Is Now: Implications for the Development of (Special) Education Leaders.
14p. 1mf. L1 ED 294 391

Pothier, Yvonne
Designs for Emerging Order in Qualitative Research: An Alternative Perspective.
16p. 1mf. L1 ED 294 907

Pounder, Diana G.
Placement of Women and Minority Graduates in Educational Administration.
29p. 1mf. L1 ED 294 302

Pounds, Wayne
Shape of Social Rhetoric.
29p. 1mf. L1 ED 294 209

Power, Kikuyo M.
Variability among Ethnic Groups in Longitudinal Patterns of School Achievement: 1975-1986.
22p. 1mf. L1 ED 294 944

Powers, David R.
Higher Education in Partnership with Industry.
365p. mf. L3 ED 294 482

Prenzel, Manfred
Conditions for the Persistence of Interest.
26p. 1mf. L1 ED 294 903

Prujiner, Alain, Ed.
L'interdisciplinarite en sciences sociales pour l'etude du contact des langues (Interdisciplinarity in Social Sciences of the Study of the Relationships of Languages). Proceedings of a Colloquium of the International Center for Research on Bilingualism and the Institute for Interethnic and Intercultural Studies and Research (2nd, Quebec City, Quebec, Canada, October 1-5, 1984).
135p. 2mf. L1 ED 294 412

Pucel, David J.
Perceived Importance of Future Characteristics of Postsecondary Vocational Education Curriculum among Key Decision-Making Groups.
20p. 1mf. L1 ED 294 008

Pytlik, Betty P.
Sequenced Writing Assignments: What's Been Done and Why?
15p. 1mf. L1 ED 294 202

Quigley, Brooke
Using Video to Enhance Instruction.
70p. 1mf. L1 ED 294 573

Quin, Robyn
Approach to the Teaching of Television in Secondary Schools.
30p. 1mf. L1 ED 294 528

Quintal, Janet M.
How Are We Doing? Issues and Research Related to the Integration of Students with Special Needs.
15p. 1mf. L1 ED 294 388

Rabinovitz, Lauren
Sit-Coms and Single Moms: Feminism and the Politics of TV Family Life.
23p. 1mf. L1 ED 294 536

Raboy, Marc
Public Dimension of Broadcasting: Learning from the Canadian Experience.
47p. 1mf. L1 ED 294 535

Radencich, Marguerite
Handbook for Using Movable Action Books.
34p. 1mf. L1 ED 294 162

Raizen, Senta A., Ed.
Improving Indicators of the Quality of Science and Mathematics Education in Grades K-12.
231p. 3mf. L2 ED 294 717

Ramirez, Bruce A., Ed.
American Indian Exceptional Children and Youth. An ERIC Exceptional Child Education Report.
71p. 1mf. L1 ED 294 338

Raphael, Taffy E.
Integrating Writing and Reading Instruction. Occasional Paper No. 118.
36p. 1mf. L1 ED 294 175

Raven, Patrick T.
Foreign Language Scope and Sequence.
109p. 2mf. L1 ED 294 454

Raymond, Danielle
Investigating Teachers' Knowledge through Ethnographic and Biographical Approaches: A Case Study.
30p. 1mf. L1 ED 294 874

Reckase, Mark D.
Computerized Adaptive Testing: A Good Idea Waiting for the Right Technology.
19p. 1mf. L1 ED 294 901

Reddick, Thomas J.
Study To Determine Parents' and Teachers' Perceptions of the Effectiveness of Public School Principals in the Upper Cumberland Development District of Tennessee.
21p. 1mf. L1 ED 294 322

Reddick, Thomas L.
Legal Issues Affecting Faculty and Administration in Higher Education.
20p. 1mf. L1 ED 294 466
Study of Methods of School-Community Communications Based on Responses of Parents of School Children in Middle Tennessee.
18p. 1mf. L1 ED 294 321

Rees, Mary Anne
Music Faculty and the Achievement of Status in the University Environment.
13p. 1mf. L1 ED 294 476

Rees, Ruth
Delegation--A Fundamental Management Process.
18p. 1mf. L1 ED 294 330

Reesman, Cilla J.
Issues for Active State Management of the JTPA Title III Grant: A Guide for State Planners and Managers.
122p. 2mf. L1 ED 294 054

Rempel, Judith
Mentally Handicapped Persons and Immigration: A Brief Review.
14p. 1mf. L1 ED 294 365

Renner, Michael
Rethinking the Role of the Automobile. Worldwatch Paper No. 84.
75p. 1mf. L2 ED 294 742

Reyes, Miguel T.
Education of the Televiewer in Chile.
32p. 1mf. L1 ED 294 538

Reynolds, Arthur J.
Assessing the Construct Validity of a Life Skills Competency Test.
21p. 1mf. L1 ED 294 897

Reynolds, Ralph E.
Conceptual versus Perceptual Text Processing Strategies: Differences between Good and Poor Readers.
29p. 1mf. L1 ED 294 140

Reynolds, William Bradford
Address of Wm. Bradford Reynolds.
11p. 1mf. L1 ED 294 381

Richard, Nancy B.
Siblings as Communication Trainers for Prelinguistic Infants with Down Syndrome.
175p. 2mf. L1 ED 294 356

Richardson, Kay
Reading Reception: Mediation and Transparency in Viewers' Accounts of a TV Programme.
37p. 1mf. L1 ED 294 540

Richardson, Richard C., Jr.
Fostering Minority Access and Achievement in Higher Education: The Role of Urban Community Colleges and Universities.
244p. mf. L3 ED 294 468

Richeri, Giuseppe
New Trends in Television Consumption.
9p. 1mf. L1 ED 294 539

Richey, Debora J., Comp.
Country Information Available in Government Documents.
68p. 1mf. L1 ED 294 580

Riddle, Wayne
Federal Assistance to Libraries: Background Information and Issues Related to Current Programs. CRS Report for Congress.
45p. 1mf. L1 ED 294 590

Ridout, Susan Ramp
K-12 Self Studies: Who Needs Them?
14p. 1mf. L1 ED 294 331
Reading Clinic.
49p. 1mf. L1 ED 294 142
Supervising the Reading Clinician.
36p. 1mf. L1 ED 294 143

Riese, Marilyn L.
Size for Gestational Age and Neonatal Temperament.
9p. 1mf. L1 ED 294 674

Riffle, Sharon
Communication Apprehension and Willingness To Communicate as Related to Perceptions of Communication Competence.
26p. 1mf. L1 ED 294 281

Riley, Bob E.
Organizational Policy: Where It Comes From, What It Does.
16p. 1mf. L1 ED 294 621

Ringer, R. Jeffrey
Pardon Me, Can I Talk Now?: A Look at the Roles of Interruptions in Conversation.
29p. 1mf. L1 ED 294 261

Ripich, Danielle N.
Current Issues in Language Disorders.
31p. 1mf. L1 ED 294 384

Rising, Suzanne
"American Way's" Flight Pattern: A Profile of American Airline's In-Flight Magazine.
23p. 1mf. L1 ED 294 237

Rivers, Janelle
Teacher Perceptions of PET with Special Emphasis on Coaching.
57p. 1mf. L1 ED 294 876

Roberts, Jane M. E.
Instruction from a Distance.
24p. 1mf. L1 ED 294 327

Robinson, Peter J.
Reading and Coping: Code, Communication and the Development of Second Language Reading Abilities Using Content Area Texts.
119p. 2mf. L1 ED 294 146

Rodenstein, Judith
Selecting and Evaluating Software for Vocational Education.
208p. 3mf. L2 ED 294 040

Roemer, Milton I.
Reviewing Health Manpower Development. A Method of Improving National Health Systems. Public Health Papers No. 83.
152p. 2mf. L2 ED 294 023

Rog, James
From Craftsperson to Teacher: A Planning Document for a Vocational Teacher Development System in Maine.
29p. 1mf. L1 ED 294 015

Rolland, Asle
Media Revolution in a Small State Perspective: The Case of Norway.
10p. 1mf. L1 ED 294 522

Roncagliolo, Rafael
Obstacles to Television Reform in Latin America--A New Look at the Failures.
21p. 1mf. L1 ED 294 537

Rose, Anna
Perspective of Migrant Adolescents. Selected Papers Number 50.
15p. 1mf. L1 ED 294 658

Rose, Charles L.
Personality Study of Hawaii Japanese Nonagenarians: Preliminary Findings. Technical Report.
15p. 1mf. L1 ED 294 134

Rose, Terry L.
Social Reciprocity: Early Intervention Emphasis for Young Children with Severe/Profound Handicaps. Working Paper #1. Charlotte Circle Project.
19p. 1mf. L1 ED 294 362

Rosen, Anita
HIAA's The Business of Insurance: An Introduction.
39p. 1mf. L2 ED 294 060

Rosenblum, Sheila
Alienation and Commitment of Students and Teachers in Urban High Schools.
36p. 1mf. L1 ED 294 959

Roskos, K.
Taxonomy of Pretend Play Activity with Some Implications for Literacy Development.
43p. 1mf. L1 ED 294 696

Ross, E. Wayne
Teacher Values and the Construction of Curriculum.
20p. 1mf. L1 ED 294 844

Rosser, Eleanor
Relationship of Television Viewing to Reading Achievement: A Replication.
52p. 1mf. L1 ED 294 137

Rossmiller, Judith Reardon
Sit Down, Shut Up, or Get Out. A Mother's Message to Teachers of Gifted Students.
17p. 1mf. L1 ED 294 360

Rothstein-Vandergriff, Joan
Collaboration with Basic Writers in the Composition Classroom.
16p. 1mf. L1 ED 294 220

Rumble, Greville
Use of Microcomputers in Distance Teaching Systems. ZIFF Papiere 70.
27p. 1mf. L1 ED 294 013

Runco, Mark A.
Exceptionally Gifted Children's Personality Dispositions, and Their Relationship to Parental Personality and the Family Environment.
16p. 1mf. L1 ED 294 337

Russell, Tom
Teachers Learning from Experiences of Teaching: Analyses Based on Metaphor and Reflection.
18p. 1mf. L1 ED 294 859

Rutman, Deborah L.
Waiting to Move: Stress, Coping and the Meaning of Home in Anticipation of Relocation.
17p. 1mf. L1 ED 294 074

Rwanika, Mwisha
Ciluba. Livre du formateur (Ciluba. Teacher's Manual).
192p. 2mf. L1 ED 294 441
Kikongo. Livre du formateur (Kikongo. Teacher's Manual).
194p. 3mf. L1 ED 294 442
Lingala. Livre du formateur (Lingala. Teacher's Manual).
227p. 3mf. L1 ED 294 440

Sachs, Judyth
Checklist for Designing or Evaluating Inservice Education Proposals.
54p. 1mf. L1 ED 294 303

Sachs, Leroy, Ed.
Projects To Enrich School Mathematics. Level 2.
93p. mf. L3 ED 294 709
Projects To Enrich School Mathematics. Level 3.
126p. mf. L3 ED 294 710

Sacks, Susan Riemer
Training Retired Teachers for the Transition to Mentoring.
13p. 1mf. L1 ED 294 840

Salamon, Michael J.
Enhancing Quality of Life for Patients with Special Care Needs.
13p. 1mf. L1 ED 294 104
Residential Health Care for the Chronic Mentally Ill.
21p. 1mf. L1 ED 294 105

Salazar, Irene M.
Use of Qualitative Data as a Supplement to Quantitative Analysis of Objective Survey Items.
16p. 1mf. L1 ED 294 896

Salkever, David S.
Morbidity Costs: National Estimates and Economic Determinants. NCHSR Research Summary Series.
20p. 1mf. L1 ED 294 084

Salwen, Michael B.
U.S. Editors' Perceptions of World Press Problems: An Agenda for Future Research.
29p. 1mf. L1 ED 294 290

Samwilu-Mwaffisi, M.
National Policies towards Broadcasting in Tanzania.
33p. 1mf. L1 ED 294 543

Sanacore, Joseph
Schoolwide Independent Reading: The Principal Can Help.
21p. 1mf. L1 ED 294 317

Sanders, Wayne
Freedom of Expression and Government Employees: A Traditional Point of View.
31p. 1mf. L1 ED 294 280

Sarvela, Paul D.
Impact Evaluation of a Rural Southern Illinois Community Health Education Geriatric Care Staff-Training Program. Revised .
13p. 1mf. L1 ED 294 070

Sato, Taeko
Effects of Rhetorical Instruction on Recall Protocols.
27p. 1mf. L1 ED 294 438

Sawada, Daiyo
Designs for Emerging Order in Qualitative Research: An Alternative Perspective.
16p. 1mf. L1 ED 294 907

Scales, Alice M.
Reading Habits of Adults in Egypt.
45p. 1mf. L1 ED 294 157

Scannell, Paddy
Radio Times: The Temporal Arrangements of Broadcasting in the Modern World.
34p. 1mf. L1 ED 294 542

Scheiber, Howard J.
From Santa Fe and Back, or Bust: Developing Exit Level Writing Competencies for Third and Fifth Grades.
39p. 1mf. L1 ED 294 172

Schellenberg, Stephen J.
Loss of Credit and Its Impact on High School Students: A Longitudinal Study.
40p. 1mf. L1 ED 294 940

Schmidt, Linda J.
Pupil Control Ideology and Behavior and the Quality of School Life.
29p. 1mf. L1 ED 294 938

Schnelker, Diane
Report of Evaluation: Enrichment Kindergarten Program 1985-86.
79p. 1mf. L1 ED 294 652

Schnell, James A.
Experiential Learning of Nonverbal Communication in Popular Magazine Advertising.
12p. 1mf. L1 ED 294 258

Scholes, Robert J.
Spoken Tunisian Arabic. First Draft.
60p. 1mf. L1 ED 294 424

Schoon, Craig G.
Critique of Difficulty Estimation Methodologies in the Setting of Cut Points and a Discussion of an Alternative Methodology: The Direct Standard Setting Method.
13p. 1mf. L1 ED 294 927

Schroder, Kim Christian
Pleasure of Dynasty: The Weekly Reconstruction of Self-Confidence.
37p. 1mf. L1 ED 294 546

Schuler, Janice Lynn
Advertising, Marketing and Promotional Strategies for the Female TV Market from 1946-1980.
35p. 1mf. L1 ED 294 544

Schulz, Rudiger
Cable Television and Video Recorders. Preliminary Empirical Findings for the Debate on Complementation or Substitution.
47p. 1mf. L1 ED 294 545

Schuster, J. Mark Davidson
Perspectives on the American Audience for Art Museums: A Research Monograph Based on the 1985 Survey of Public Participation in the Arts. Revised Edition.
108p. 2mf. L1 ED 294 780

Scott, David C.
Bakersfield College Transfer Study Data.
30p. 1mf. L1 ED 294 625

Scott, David C., Ed.
Community College Programs for Underprepared Students.
93p. 1mf. L1 ED 294 626

Scott, Leontine
Project HELP--The Home Education Learning Project: A History and Analysis of a Telephone Assistance Program for Homework.
19p. 1mf. L1 ED 294 932

Scribbins, Keith
Staff Appraisal in Further and Higher Education: A Study in Performance Review and Development. Management in College Series.
86p. 1mf. L1 ED 294 486

Scribner, Sylvia
Head and Hand: An Action Approach to Thinking. Occasional Paper No. 3.
20p. 1mf. L1 ED 293 999

Sears, David O.
Bilingual Education: Symbolic Meaning and Support among Non-Hispanics.
95p. 1mf. L1 ED 294 464

Sebes, Joseph S.
Role of Inner Asia in Early Russo-Chinese Relations: Teaching Aids for the Study of Inner Asia, No. 8.
48p. 1mf. L1 ED 294 815

Sedlacek, William E.
Comparison of White and Black Student Academic Success Using Noncognitive Variables: A LISREL Analysis. Research Report #6-87.
34p. 1mf. L1 ED 294 878
Freshmen Sexual Attitudes and Behaviors Over a 15-Year Period. Research Report #20-87.
28p. 1mf. L1 ED 294 121

Segal, Denise E.
Use of Non-Ostensive Words in Varied Linguistic Contexts: A Study of Word Awareness in 6-12 Year Olds.
21p. 1mf. L1 ED 294 446

Seiffert, Mark A.
Communication Apprehension and Willingness To Communicate as Related to Perceptions of Communication Competence.
26p. 1mf. L1 ED 294 281

Selvadurai, Ranjani H.
Development, Implementation and Evaluation of an Audiotape and Accompanying Visuals in Hemodynamics as a Supplementary Teaching Aid for Human Anatomy and Physiology: Curriculum and Program Planning.
52p. 1mf. L2 ED 294 563

Semanchik, Karen
Music and You: Teacher Guide.
29p. 1mf. L2 ED 294 397

Sevick, Joan
Moving a Graveyard.
9p. 1mf. L1 ED 294 634

Shafer, Richard
How Third World Journalists View Their Role in the National Development Process: A Philippine Case Study.
26p. 1mf. L1 ED 294 225

Shannon, Gregory A.
Evaluation of Score Interpretive Information from the Perspective of Failed and Passed Test-Takers.
40p. 1mf. L1 ED 294 899
Usefulness of Score Interpretive Information for Examinees Who Fail Criterion-Referenced Tests.
93p. 1mf. L1 ED 294 898

Shavelson, Richard
Indicator Systems for Monitoring Mathematics and Science Education.
96p. 1mf. L2 ED 294 738

Shaw, Estelle
Project INTERFACE: Identification of Effective Implementation Strategies for Integrating Microcomputer Instruction into Ongoing Educational Services for the Handicapped. Final Report, 1984-86.
112p. 2mf. L1 ED 294 355

Shayer, Michael
Accelerating the Development of Formal Thinking in Middle and High School Students.
22p. 1mf. L1 ED 294 914

Shayne, Vivian T.
Content Specification for Test Development.
24p. 1mf. L1 ED 294 909

Sheehan, Bernard W., Ed.
Northwest Ordinance. A Special Issue.
124p. 2mf. L1 ED 294 818

Sheehan, Nancy W.
Discharge Policies in Senior Housing.
27p. 1mf. L1 ED 294 103

Sheils, Joe
Communication in the Modern Languages Classroom.
316p. mf. L3 ED 294 435

Shepard, Charlene R.
Conceptual versus Perceptual Text Processing Strategies: Differences between Good and Poor Readers.
29p. 1mf. L1 ED 294 140

Short, Pamela Farley
Employers and Medicare as Partners in Financing Health Care for the Elderly.
24p. 1mf. L1 ED 294 114

Sim, Wong-Kooi
Teacher Job Satisfaction and Some Associated Variables in Singapore.
36p. 1mf. L1 ED 294 873

Simmons, Judy D.
Read On! II. A Sequential Reading Series. Book 2 and Workbook 2: Musical Mix-Up.
122p. 2mf. L2 ED 293 990

Simner, Marvin L.
Predicting First Grade Achievement from Form Errors in Printing at the Start of Pre-Kindergarten.
16p. 1mf. L1 ED 294 654

Simon, Rosalyn
Minority Issues in Special Education: A Portrait of the Future. News Digest #9.
9p. 1mf. L1 ED 294 371

Sinclair, Robert L.
Reaching Marginal Students: A Primary Concern for School Renewal.
165p. mf. L3 ED 294 306

Sizemore, Barbara
Developing Effective Instructional Programs.
26p. 1mf. L1 ED 294 950

Slackman, Joel
Reforming the Military Health Care System.
131p. 2mf. L1 ED 294 127

Slater, Marsha S.
Collaboration as Community: Outcomes of Conducting Research on One's Colleagues.
8p. 1mf. L1 ED 294 212

Slavin, Robert E.
Mastery Learning Reconsidered. Report No. 7. January, 1987.
84p. 1mf. L1 ED 294 891

Sledd, James
Pie in the Sky; or, Teaching New Paradigms Old Tricks.
11p. 1mf. L1 ED 294 179

Sleeman, D.
Diagnosis and Remediation in the Context of Intelligent Tutoring Systems.
33p. 1mf. L1 ED 294 736
Enhancing PIXIE's Tutoring Capabilities.
40p. 1mf. L1 ED 294 735

Smith, Kitty Lou
Explanation of the Beliefs, Values, and Attitudes of Black Students in Fairfax County.
56p. 1mf. L1 ED 294 958

Smith, Matthew G.
Conditional Approach to Projecting Farm Structure.
50p. 1mf. L1 ED 294 029

Smith, Wendy M.
Effects of Increased Academic Requirements for Graduation on Secondary Vocational Education Programs.
150p. 2mf. L1 ED 294 018

Snook, Helen B.
Resources for Teaching Virginia Government.
515p. 6mf. L2 ED 294 788

Snyder, David Pearce
Strategic Context of Education in America, 1985-1995.
81p. 1mf. L1 ED 294 790

Soifer, Alexander
Mathematics as Problem Solving.
127p. 2mf. L2 ED 294 725

Solomon, Alan
Content Analysis of the DMI Mathematics Systems Instructional Objectives Inventory according to the 1985-86 National Assessment of Educational Progress Content by Process Matrix for Mathematics.
35p. 1mf. L1 ED 294 930
Nine-Year-Old Hispanic Student Writing Performance: A Replication of the 1984-85 National Assessment of Educational Progress.
13p. 1mf. L1 ED 294 931
Project HELP--The Home Education Learning Project: A History and Analysis of a Telephone Assistance Program for Homework.
19p. 1mf. L1 ED 294 932

Solomon, Warren, Comp.
Missouri in the World: A Resource Guide for Social Studies.
133p. 2mf. L1 ED 294 806

Sonnier, Cate
Early Childhood Education: The Status of State Involvement.
16p. 1mf. L2 ED 294 691

Sorensen, Connor
Alaska Native Participation in the Civilian Conservation Corps. Alaska Historical Commission Studies in History No. 206.
54p. 1mf. L1 ED 294 702

Sosnowitz, Barbara G.
From Social Movement to Social Organization: Voluntary AIDS Projects in Connecticut.
21p. 1mf. L1 ED 294 812

Soto, Lourdes Diaz
Parental Perceptions and Practices Regarding Kindergarten Retention.
16p. 1mf. L2 ED 294 686

Southern, W. Thomas
Chronological Age at School Entrance and the Prevention of Learning Disabilities: Policy Making and the Misinterpretation of Research.
30p. 1mf. L1 ED 294 409

Southgate, Douglas D., Ed.
Sustainable Resource Development in the Third World. Selected Papers from an International Symposium (Columbus, Ohio, September 1985). Westview Special Studies in Natural Resources and Energy Management.
181p. 2mf. L2 ED 294 727

Sparent, Martha E.
Student-Athlete in the Classroom: Developmental Issues Affecting College Athletes and Their Impact on Academic Motivation and Performance.
24p. 1mf. L1 ED 294 617

Sparks, Colin
Trade Union Users of Video.
33p. 1mf. L1 ED 294 549

Sparrman, Carl-Axel
Living in Two Cultures Seminar (Hanaholmen, Helsinki, Finland, April 7-9, 1986). The CDCC's Project No. 7: "The Education and Cultural Development of Migrants."
23p. 1mf. L1 ED 294 439

Spence, Charles C.
Enrollment Management: A Key to Student Success.
38p. 1mf. L1 ED 294 636

Spigel, Lynn
Ambiguity and Hesitation: Discourses on Television and the Housewife in Women's Home Magazines, 1948-55.
27p. 1mf. L1 ED 294 548

Splichal, Slavko
Socializing Audiences--or Television? On Theory and Practice of Media Socialization in Yugoslavia.
30p. 1mf. L1 ED 294 547

Squires, David
Curriculum Organization in Outcome-Based Education.
9p. 1mf. L1 ED 294 313

Stades-Veth, Joanna
Autism/Broken Symbiosis: Persistent Avoidance of Eye Contact with the Mother. Causes, Consequences, Prevention and Cure of Autistiform Behavior in Babies through "Mother-Child Holding."
33p. 1mf. L1 ED 294 344

Stahl, Steven A.
Language Experience Approach for Beginning Reading: A Quantitative Research Synthesis.
45p. 1mf. L1 ED 294 139

Staley, Frederick A.
Using the Outdoors To Teach Language Arts.
96p. 1mf. L1 ED 294 705

Staley, Rebecca R.
Using the Outdoors To Teach Language Arts.
96p. 1mf. L1 ED 294 705

Starck, Kenneth
Loud Thunder, Small Raindrops: The Reform Movement and the Press in China.
28p. 1mf. L1 ED 294 224

Staton, Jana
History of Dialogue Journals and Dissertation Abstracts.
18p. 1mf. L1 ED 294 411

Stavy, Ruth
Children's Conceptions of Plants as Living Things.
18p. 1mf. L1 ED 294 732

Stedman, James B.
Guaranteed Student Loan Program: Current Status, Background, and Issues. CRS Report for Congress, 87-815 EPW.
41p. 1mf. L1 ED 294 484

Stehno, Joe
Learning To Lead: An Annotated Bibliography.
31p. 1mf. L1 ED 294 025

Stempleski, Susan
Short Takes: Using Authentic Video in the English Class.
17p. 1mf. L1 ED 294 453

Stenmalm, Lena
Cross-Cultural Study of Parents' Perceptions of Early Childhood Programs.
41p. 1mf. L1 ED 294 695

Stephenson, Robert S.
Differing Policy Implications of Alternate Multiple Regressions Using the Same Set of Student Background Variables to Predict Academic Achievement.
15p. 1mf. L1 ED 294 902

Stern, Joyce D., Ed.
Condition of Education. Postsecondary Education, 1988. Volume 2.
122p. 2mf. L1 ED 294 333

Stern, Joyce, D., Ed.
Condition of Education. Elementary and Secondary Education, 1988. Volume 1.
141p. 2mf. L1 ED 294 332

Stevens, L. Nye
Employee Drug Testing. Testimony. Statement (Summary) of L. Nye Stevens, Associate Director, General Government Division, before the Subcommittee on Employment Opportunities, Committee on Education and Labor, House of Representatives.
10p. 1mf. L1 ED 294 024

Stevenson, Susan E.
Forming Cooperative Programs for Mainstreaming Preschool Children with Severe Behavior Disorders: Policy, Programmatic, and Procedural Issues.
76p. 1mf. L1 ED 294 354

Stevenson, Zollie, Jr.
Impact of Composition Aides on Writing in the District of Columbia Public Schools: The First Six Months.
18p. 1mf. L1 ED 294 173

Stewart, David
Independent Video in Britain.
13p. 1mf. L1 ED 294 552

Stewart, Robert K.
When People See News from a Non-Western Perspective: Cable News Network's "World Report."
18p. 1mf. L1 ED 294 238

Stewart, Twyla
Improving Teacher Effectiveness.
22p. 1mf. L1 ED 294 954

Stiff, James B.
Empathy, Communication, and Prosocial Behavior.
41p. 1mf. L1 ED 294 266

Stiglmeier, Carol Anne
Alcohol/Drug-Free Schools in New York State. Planning and Policy Guidelines.
99p. 2mf. L1 ED 294 120

Stillman, Robert
Assessing Elements of Teacher-Student Communicative Interactions.
12p. 1mf. L1 ED 294 375
Characteristics of Teacher Communicative Expressions Directed to Students Having Multiple Disabilities.
9p. 1mf. L1 ED 294 376

Stinson, Sue
Dance for Young Children. Finding the Magic in Movement.
173p. 2mf. L2 ED 294 866

Stitsworth, Michael H.
Youth Exchange Model for Teaching about Natural Resources Development.
14p. 1mf. L1 ED 294 451

Stolworthy, Reed L.
Evaluating Teaching Competencies: An Analysis of the Variance Existing in Different Assessments.
117p. 2mf. L1 ED 294 846

Stonehill, Robert M.
Evaluation of ESEA Title I--Program Operations and Educational Effects. A Report to Congress.
118p. 2mf. L1 ED 294 957

Stoops, John A.
On the Liberty of Nature and the Nature of Liberty.
6p. 1mf. L1 ED 294 794

Storch, Ivy S.
Meeting the Needs of Learning Disabled Preschoolers: Suggestions for Classroom Activities.
16p. 1mf. L1 ED 294 336

Stroman, Carolyn A.
Black Family Imagery and Interactions on Television: A Preliminary Analysis.
21p. 1mf. L1 ED 294 561

Stubbs, Margaret L.
Becoming a Woman: Considerations in Educating Adolescents about Menstruation. Revised 1988. Working Paper No. 169.
30p. 1mf. L2 ED 294 860

Stumpf, Mark R.
Instructional Design Model for Developing a Computer Curriculum To Increase Employee Productivity in a Pharmaceutical Company.
46p. 1mf. L1 ED 294 565

Suguiyama, Luis
Losing Chlordimeform Use in Cotton Production. Its Effects on the Economy and Pest Resistance. Agricultural Economic Report Number 587.
36p. 1mf. L1 ED 294 030

Sullivan, Francis J.
Calling Writers' Bluffs: Sources of Readers' Judgements in University Placement Testing.
11p. 1mf. L1 ED 294 205

Sulsona, Judith
Books by Mail Program: An Implementation Handbook.
53p. 1mf. L1 ED 294 578

Sung, Betty Lee
Adjustment Experience of Chinese Immigrant Children in New York City.
272p. 3mf. L2 ED 294 966

Surprenant, Marguerite
Investigating Teachers' Knowledge through Ethnographic and Biographical Approaches: A Case Study.
30p. 1mf. L1 ED 294 874

Suskie, Linda A.
Survey Research: What Works for the Institutional Researcher. Institutional Research Information Series No. 1.
102p. 2mf. L1 ED 294 497

Sutton, Constance R., Ed.
Caribbean Life in New York City: Sociocultural Dimensions.
383p. 4mf. L2 ED 294 967

Suydam, Marilyn N.
Mathematics Learning in the Elementary School. ERIC/SMEAC Mathematics Education Digest No. 2, 1987.
4p. 1mf. L1 ED 294 719

Suydam, Marilyn N., Ed.
Investigations in Mathematics Education. Volume 20, Number 3.
71p. 1mf. L1 ED 294 715

Suzuki, Hiroko
Effects of Rhetorical Instruction on Recall Protocols.
27p. 1mf. L1 ED 294 438

Svendsen, Dian Seslar
Navamaga: Training Activities for Group Building, Health and Income Generation.
335p. 4mf. L2 ED 294 001

Svennevig, Michael
Viewer Viewed.
12p. 1mf. L1 ED 294 551

Switzer, Jo Young
Small College Faculty Recruitment: Communication Strategies.
18p. 1mf. L1 ED 294 278

Sympson, J. Bradford
Evaluation of "Polyweighting" in Domain-Referenced Testing.
32p. 1mf. L1 ED 294 911

Szekfu, Andras
Community Cable Television--Hungarian Perspectives.
33p. 1mf. L1 ED 294 550

Tallmadge, G. Kasten
How and How Much Do Biases Resulting from Regression to the Mean Affect Outcome Evaluations?
24p. 1mf. L1 ED 294 888

Tanner, Ron
Self-Involving Reading in a High-Tech Culture.
12p. 1mf. L1 ED 294 153

Tedesco, Juan Carlos
Capacitacion de educadores para areas marginales--I: Caracteristicas y necesidades educativas de los ninos, jovenes y adultos en las poblaciones menos favorecidas, rurales y urbanas. Tercera edicion (Preparation of Educators for Marginal Areas--I: Educational Needs and Characteristics of Children, Youth and Adults in Disadvantaged Populations, Rural and Urban. Third Edition).
32p. 1mf. L1 ED 294 800

Tee, Ernie
Music Videos: On Reality and Representation.
20p. 1mf. L1 ED 294 553

Teichman, Milton
Initial Effects of Word Processing on Writing Quality and Writing Anxiety of Freshman Writers.
33p. 1mf. L1 ED 294 217

Tenpas, Steven
Special Education Parents Alliance. Parent-Professional Teamwork Employment Project for Persons with Disabilities: "How-To" Booklet.
20p. 1mf. L1 ED 294 379

Terchek, Mary E.
Problems with Placements: What They Reveal about Writing Skills Internships.
16p. 1mf. L1 ED 294 231

Thayer, Yvonne V.
Getting Started with French or Spanish in the Elementary School: Curriculum for Spanish, Grades 4-7, FLES Approach.
8p. 1mf. L1 ED 294 448
Getting Started with French or Spanish in the Elementary School: FLES Materials and the Cost in Time and Money.
9p. 1mf. L1 ED 294 450
Getting Started with French or Spanish in the Elementary School: Curriculum for French, Grades 4-7, FLES Approach.
12p. 1mf. L1 ED 294 449

Thomas, Graham
Teaching about China in Secondary Schools in Western Europe: Report. Proceedings of the European Teachers' Seminar (22nd, Donaueschingen, West Germany, November 7-12, 1983).
33p. 1mf. L1 ED 294 801

Tierney, Robert J.
Reading and Writing as Ways of Knowing and Learning. Technical Report No. 423.
19p. 1mf. L1 ED 294 136

Timberlake, Lloyd
Only One Earth: Living for the Future.
170p. 2mf. L2 ED 294 796

Timm, Joan S.
Cultural Bias in Children's Storybooks: Implications for Education.
22p. 1mf. L1 ED 294 943

Timpane, Michael
Reducing Dropouts.
41p. 1mf. L1 ED 294 951

Tjeltveit, Alan C.
Assessment and Treatment of Persons with Concurrent Substance Abuse and Other Psychopathology: The Importance of Problem Interactions.
47p. 1mf. L1 ED 294 123

Torbert, James Brison
Improving Self-Directed Learning in the Phoenix Air Guard.
120p. 2mf. L1 ED 294 035

Tordella, Stephen J.
Demographics: People and Markets.
53p. 1mf. L1 ED 294 802

Tracey, Terence J.
Comparison of White and Black Student Academic Success Using Noncognitive Variables: A LISREL Analysis. Research Report #6-87.
34p. 1mf. L1 ED 294 878

Tripp, John
Computerized Placement Testing and Academic Placement.
14p. 1mf. L1 ED 294 618

Trott, Andrew
Teaching/Learning Laboratory: A Vehicle for Research, Development and Training in Teacher Education. The Application of Microteaching Methodologies to the Training of Teachers to Conduct Oral Assessments.
41p. 1mf. L1 ED 294 910
Tsurumi, Kazuko
New Lives: Some Case Studies in Minamata.
26p. 1mf. L1 ED 294 386
Turner, Ginny
Globe Watch. Teachers' Guide for Globe Watch IV: Mexico, Canada, Finland, Japan, the Arms Race, the Iran-Iraq War.
66p. 1mf. L1 ED 294 816
Tyson-Bernstein, Harriet
Conspiracy of Good Intentions. America's Textbook Fiasco.
127p. 2mf. L1 ED 294 764
Uemichi, Isao S.
How To Teach Literature in EFL/ESL Classes.
9p. 1mf. L1 ED 294 455
Ughetto, Richard
Articulation Models and Systems: High School to Community Colleges and Community Colleges to Four Year Institutions.
29p. 1mf. L1 ED 294 628
Uguroglu, Margaret
Wilmette District #39 Kindergarten Study. Final Report.
50p. 1mf. L1 ED 294 681
Uhl, Gladys J.
What Does Problem Solving Contribute to Education for the Gifted? Strategies and Techniques Relating to Attitudes and Behavior.
19p. 1mf. L1 ED 294 372
Unger, Donald G.
Differences in Participation in a Support Program for Adolescent Mothers.
15p. 1mf. L1 ED 294 083
Urofsky, Melvin I.
Wall of Separation: Two Hundred Years of Mr. Jefferson's Idea. The Expansion of Religious Freedom in the United States.
50p. 1mf. L1 ED 294 773
Urofsky, Philip E.
Wall of Separation: Two Hundred Years of Mr. Jefferson's Idea. The Expansion of Religious Freedom in the United States.
50p. 1mf. L1 ED 294 773
Valaitis, Mirga

Teaching Critical Reading in the Content Areas. Techniques.
4p. 1mf. L1 ED 294 034
Valentine, Carol Ann
Women and Communicative Power: Theory, Research, and Practice.
132p. 2mf. L1 ED 294 263
van der Vyver, D. H.
Language Training in Industry with Special Reference to the Cape Town Metropolitan Area (Area 39).
76p. 1mf. L1 ED 294 428
van der Vyver, D. H., Ed.
Per Linguam: A Journal of Language Learning, Vol. 1-3, 1985-1987.
365p. 4mf. L1 ED 294 426
Vaughan, Judy
Assessing Reading Skills in an F.E. College.
7p. 1mf. L1 ED 294 061
Versteck, Mary M.
Seven S Framework and Its Use as an Assessment Tool.
17p. 1mf. L1 ED 294 620
Viemero, Vappu
Violence Viewing and Adolescent Aggression: A Longitudinal Study.
33p. 1mf. L1 ED 294 555
Vogel, Dena Ann
Sex Stereotyping in Parents' Perceptions of Newborns.
27p. 1mf. L1 ED 294 665
von Glasersfeld, Ernst
Cognition, Construction of Knowledge, and Teaching.
20p. 1mf. L1 ED 294 754
Wachtel, Edward
Integration of Theory and Production in Undergraduate Communication Programs.
9p. 1mf. L1 ED 294 256
Wahlquist, Elizabeth
Letters: Value to Self and Society.
18p. 1mf. L1 ED 294 207
Wainwright, Adrienne
Australian Children's Thinking about Death: A Sydney-Based Study. Selected Papers Number 49.
21p. 1mf. L1 ED 294 657
Waite, Linda J.
Effects of Parenthood on the Career Orientation and Job Characteristics of Young Adults. A Rand Note.
36p. 1mf. L2 ED 294 044
Job Stability among Young Women: A Comparison of Traditional and Nontraditional Occupations. A Rand Note.
33p. 1mf. L2 ED 294 043
Parenthood and the Attitudes of Young Adults. A RAND Note.
12p. 1mf. L2 ED 294 688
Walker, James R.
Audience Duplication in the Video Age: Changes in Prime Time Inheritance Effects between 1976 and 1985.
20p. 1mf. L1 ED 294 262
Time Out: The Viewing Experience and Reactions to the 1987 NFL Players' Strike.
26p. 1mf. L1 ED 294 265
Walker, Jane
Inherent Impact of Non-Promoted Students on Reading Scores in a Big City Elementary School.
14p. 1mf. L1 ED 294 941
Walters, Norma J.
Curriculum Design: Nurse Educator's Role in Managing and Utilizing Various Teaching Methodologies.
55p. 1mf. L1 ED 294 474
Walton, Frank
Staff Appraisal in Further and Higher Education: A Study in Performance Review and Development. Management in College Series.
86p. 1mf. L1 ED 294 486
Wanderman, Richard
Macintosh Lab Monitor, Numbers 1-4.
98p. 2mf. L2 ED 294 345
Ward, Annita Marie
Semantic Mapping in the Adult Learning Center.
15p. 1mf. L1 ED 294 150
Warger, Cynthia, Ed.
Public School Early Childhood Programs. A Resource Guide.
205p. 3mf. L2 ED 294 685
Warner, Rebecca L.
Career Paths in Higher Education Administration.
35p. 1mf. L1 ED 294 506
Warren, Helen B.
Absence of Women from the History of Rhetoric: Exclusion or Omission?
24p. 1mf. L2 ED 294 287
Wax, Naomi
Children's Conceptions of Plants as Living Things.
18p. 1mf. L1 ED 294 732
Webb, Nan
Computerized Placement Testing and Academic Placement.
14p. 1mf. L1 ED 294 618
Weber, Eldon C.
Natural Resources Education Notebook.
270p. 3mf. L2 ED 294 756
Webster, Raymond E.
Phonetic Recoding Ability and Reading Proficiency in Fifth and Sixth Grade Readers.
26p. 1mf. L1 ED 294 149
Weil, Kathryn
New Mexico High School Proficiency Examination (NMHSPE), 1985-86. District Report.
46p. 1mf. L1 ED 294 883
Weiss, Peter E.
Using Public-Speaking Skills for Teaching Improvement in the Classroom.
20p. 1mf. L1 ED 294 259
Westbrook, Heloise Demoin
Impact Evaluation of a Rural Southern Illinois Community Health Education Geriatric Care Staff-Training Program. Revised .
13p. 1mf. L1 ED 294 070
Whannel, Garry
Head to Head That Had to Happen: A Case Study of Television Sport and Entrepreneurship.
42p. 1mf. L1 ED 294 554
Wheeler, Donald A.
Interactive Videodisc as a Component in a Multi-Method Approach to Anatomy and Physiology.
6p. 1mf. L1 ED 294 624
Wheeler, Mary Jane
Interactive Videodisc as a Component in a Multi-Method Approach to Anatomy and Physiology.
6p. 1mf. L1 ED 294 624
Whitfield, Edwin A., Ed.
Improving Career Development through Counselor Education Programs. Proceedings of the 1985 Counselor Education Career Development Workshop Series.
167p. 2mf. L1 ED 294 059
Whitmore, Elizabeth
Evaluation as Empowerment and the Evaluator as Enabler.
22p. 1mf. L1 ED 294 877
Wijetilleke, Sujatha
Navamaga: Training Activities for Group Building, Health and Income Generation.
335p. 4mf. L2 ED 294 001
Wilchesky, Marc
Post-Secondary Programmes and Services for Exceptional Persons: North American Trends.
14p. 1mf. L1 ED 294 389
Wilcox, Katherine Knight
Training Retired Teachers for the Transition to Mentoring.
13p. 1mf. L1 ED 294 840
Wild, Pamela
Teen Sexual Behavior. A Leader's Resource of Practical Strategies with Youth.
72p. 1mf. L2 ED 294 868
Wildman, Louis
What Can Superintendents and Board Members Do To Help Each Other Be Successful?
19p. 1mf. L1 ED 294 312
Willey, R. J.

Audience Awareness and Critical Essays on Literature: Helping Students Become Part of an Interpretive Community.
26p. 1mf. L1 ED 294 229
Williams, Linda Meyer
Race and Rape: The Black Woman as Legitimate Victim.
36p. 1mf. L1 ED 294 970
Williams, Margaret D.
Short-Term Education in the People's Republic of China.
10p. 1mf. L1 ED 294 646
Williamson, Gary L.
Longitudinal Analyses of Achievement Data from Durham County (NC) Schools.
37p. 1mf. L1 ED 294 923
Longitudinal Profiles of Achievement.
33p. 1mf. L1 ED 294 924
Willigar, Teresa
Mentally Handicapped Persons and Immigration: A Brief Review.
14p. 1mf. L1 ED 294 365
Willson, Linda M.
Discover: An Educational Opportunity for Women in Transition.
80p. 1mf. L2 ED 294 086
Wilson, Suzanne M.
Responding to Student Questions: The Effects of Teacher Subject-Matter Knowledge and Experience on Teacher Discourse Strategies.
27p. 1mf. L1 ED 294 842
Wiltzius, Thomas J.
Displacement, Outplacement, or Inplacement? Options for Business and Industry.
17p. 1mf. L1 ED 294 125
Wisensale, Steven
Discharge Policies in Senior Housing.
27p. 1mf. L1 ED 294 103
Wishkoski, Susan J., Comp.
PREP. Planning to Realize Educational Potential.
85p. 1mf. L1 ED 294 016
Witt, Allen A.
Junior College Movement: An Historical Review.
29p. 1mf. L2 ED 294 627
Wittet, Scott
Be Aware. Be Safe.
38p. 1mf. L1 ED 294 979
Helping Your Child To Be Safe. English, Cambodian, and Lao Languages.
43p. 1mf. L1 ED 294 977
Helping Your Child To Be Safe. English, Chinese, and Vietnamese Languages.
43p. 1mf. L1 ED 294 978
Woal, Michael

Text as Image.
26p. 1mf. L1 ED 294 250
Wolff, Janice M.
"Phaedrus" and the First Person.
15p. 1mf. L1 ED 294 204
Wong, Debbie
Be Aware. Be Safe.
38p. 1mf. L1 ED 294 979
Helping Your Child To Be Safe. English, Cambodian, and Lao Languages.
43p. 1mf. L1 ED 294 977
Helping Your Child To Be Safe. English, Chinese, and Vietnamese Languages.
43p. 1mf. L1 ED 294 978
Wood, Fred H.
Perceptions of Professors and Practitioners Concerning the Practices Which Define the RPTIM Model for Staff Development. Occasional Paper No. 15.
31p. 1mf. L1 ED 294 837
Wright, Calvin E.
Study of Private and Public Sector Vocational Training Programs in California.
98p. 2mf. L1 ED 294 007
Wright, Harold A.
Crime Prevention Services for Youth.
41p. 1mf. L1 ED 294 072
Wu, P. C.
Essential Ingredients: Cooperation between Universities and School Districts on Staff Development. Occasional Paper No. 16.
12p. 1mf. L1 ED 294 838
Xu, Yu
Loud Thunder, Small Raindrops: The Reform Movement and the Press in China.
28p. 1mf. L1 ED 294 224
Yager, Geoffrey G.
Counseling for the Counselor: A National Survey.
28p. 1mf. L1 ED 294 133
Dealing with Clients Affected by AIDS: A Videotape and Discussion Model for Counselor Education.
26p. 1mf. L1 ED 294 132
Yager, Robert E.
Toward a Model Science Teacher Education Program.
9p. 1mf. L1 ED 294 722
Yap, Kim O.
SLEP Student Achievement: Some Pertinent Variables and Policy Implications.
43p. 1mf. L1 ED 294 457
Yerushalmy, Michal
Guided Inquiry and Technology: A Year Long Study of Children and Teachers Using the Geometric Supposer. ETC Technical Report 88-6. Final Report.
142p. 2mf. L1 ED 294 711
Young, Art
Quality of Life in Writing Program Administration.
11p. 1mf. L1 ED 294 197
Writing, Literature, and General Education.
15p. 1mf. L1 ED 294 198
Young, Harry F.
Atlas of the Soviet Union.
45p. 1mf. L1 ED 294 807
Yunker, Lee E., Ed.
NCTM Student Math Notes 1987.
21p. 1mf. L1 ED 294 745
Zehm, Stanley J., Ed.
English Language Arts: K-12 Curriculum Guidelines.
143p. 2mf. L1 ED 294 211
Zelikoff, Wendy
Psychological Abuse in the Schools: An Overview.
22p. 1mf. L1 ED 294 328
Zelikoff, Wendy L.
Psychological Trauma in the Schools: A Retrospective Study.
18p. 1mf. L1 ED 294 329
Zhang, Zhi Yi
Attitudes of Young People in China to Family Formation. A Study in Urban and Rural Areas in Beijing and Sichuan.
123p. 2mf. L2 ED 294 700
Zikri, Lawrence B.
Reading Habits of Adults in Egypt.
45p. 1mf. L1 ED 294 157
Zion, Richard
Factors to Consider in Planning Effective Staff Development Programs. Occasional Paper No. 17.
29p. 1mf. L1 ED 294 839
Zugner, Lisa Crooks
Reappraisal of Instructional Television. ERIC Digest.
3p. 1mf. L1 ED 294 569
Zuman, John P.
Effectiveness of Special Preparation for the SAT: An Evaluation of a Commercial Coaching School.
21p. 1mf. L1 ED 294 900

Ability
Effects on Parameter Estimation of Correlated Abilities Using a Two-Dimensional, Two-Parameter Logistic Item Response Model.
19p. 1mf. L1 ED 294 925

Ability Identification
Next Challenge in Gifted Education.
3p. 1mf. L1 ED 294 373

On Being a Gifted Adolescent. Selected Papers Number 54.
17p. 1mf. L1 ED 294 661

Abstracts
Resources in Education (RIE). Volume 23, Number 10.
p. mf. L2 ED 293 975

Academic Achievement
Background, Education and Work as Predictors of Adult Skills.
42p. 1mf. L1 ED 294 010

Bakersfield College Transfer Study Data.
30p. 1mf. L1 ED 294 625

Comparison of White and Black Student Academic Success Using Noncognitive Variables: A LISREL Analysis. Research Report #6-87.
34p. 1mf. L1 ED 294 878

Cooperative Learning.
7p. 1mf. L1 ED 294 853

Developing Effective Instructional Programs.
26p. 1mf. L1 ED 294 950

Differing Policy Implications of Alternate Multiple Regressions Using the Same Set of Student Background Variables to Predict Academic Achievement.
15p. 1mf. L1 ED 294 902

Effectiveness of Computer-Assisted Instruction, Cooperative Learning, Peer Tutoring, and Class Size on Academic Achievement: A Review.
14p. 1mf. L1 ED 294 297

Evaluation of Chapter I in the Montgomery County Public Schools. Chapter I Students in the Montgomery County Public Schools: A Description and Follow-up.
45p. 1mf. L1 ED 294 947

Homework: Suggestions for Educators.
11p. 1mf. L1 ED 294 504

Longitudinal Analyses of Achievement Data from Durham County (NC) Schools.
37p. 1mf. L1 ED 294 923

Longitudinal Profiles of Achievement.
33p. 1mf. L1 ED 294 924

Maryland Accountability Testing Program Annual Report. School Year 1985-1986.
134p. 2mf. L1 ED 294 884

Performance of Educationally-At-Risk Pacific and Asian Students in a Traditional Academic Program.
16p. 1mf. L1 ED 294 945

Predicting First Grade Achievement from Form Errors in Printing at the Start of Pre-Kindergarten.
16p. 1mf. L1 ED 294 654

SLEP Student Achievement: Some Pertinent Variables and Policy Implications.
43p. 1mf. L1 ED 294 457

Student Achievement and Teaching Performance Ratings Using a State-Wide Teaching Rating Scale: A Case of Science Teaching in the Elementary School.
16p. 1mf. L1 ED 294 894

Study of Cooperative Learning in Mathematics, Writing and Reading as Implemented in Third, Fourth and Fifth Grade Classes: A Focus upon Achievement, Attitudes and Self-Esteem for Males, Females, Blacks, Hispanics and Anglos.
64p. 1mf. L1 ED 294 926

Success Stories 1978-1988. The Past & Present. Tenth Anniversary Celebration.
50p. 1mf. L1 ED 293 985

Variability among Ethnic Groups in Longitudinal Patterns of School Achievement: 1975-1986.
22p. 1mf. L1 ED 294 944

Voluntary Transfer and Student Achievement: Does It Help or Hurt?
15p. 1mf. L1 ED 294 937

What High School Students Know and Can Do.
17p. 1mf. L1 ED 293 996

Wilmette District #39 Kindergarten Study. Final Report.
50p. 1mf. L1 ED 294 681

Academic Advising
Advising at UC Davis: A Report of Student Opinions.
23p. 1mf. L1 ED 294 490

Academic Education
Effects of Increased Academic Requirements for Graduation on Secondary Vocational Education Programs.
150p. 2mf. L1 ED 294 018

Faculty Who Teach Collegiate Courses.
13p. 1mf. L1 ED 294 635

Academic Freedom
Constitution and Academic Freedom.
37p. 1mf. L1 ED 294 779

Academic Libraries
Energies for Transition. Proceedings of the National Conference of the Association of College and Research Libraries (4th, Baltimore, Maryland, April 9-12, 1986).
254p. 3mf. L2 ED 294 589

Academic Persistence
Analysis of Student Transfer and Persistence.
32p. 1mf. L1 ED 294 630

Longitudinal Study of Student Retention at an Urban Commuter University.
34p. 1mf. L1 ED 294 496

Retention Data Collection: Problems, Uses, and Suggested Methodology.
7p. 1mf. L1 ED 294 493

Academic Pressure
Children's Free Play: What Has Happened to It?
14p. 1mf. L1 ED 294 656

Academic Standards
In Search of Academic Excellence: Samples of Experience.
25p. 1mf. L1 ED 294 467

Academic Stress
Hothousing Young Children: Implications for Early Childhood Policy and Practice.
3p. 1mf. L1 ED 294 653

Academically Gifted
Exceptionally Gifted Children's Personality Dispositions, and Their Relationship to Parental Personality and the Family Environment.
16p. 1mf. L1 ED 294 337

GLASS: Gifted Language Arts and Social Studies.
123p. 2mf. L1 ED 294 248

Language Arts for the Secondary Gifted.
59p. 1mf. L1 ED 294 249

On Being a Gifted Adolescent. Selected Papers Number 54.
17p. 1mf. L1 ED 294 661

Recruitment and Induction of "Quality" Students Into Teacher Education: A Case Study.
41p. 1mf. L1 ED 294 843

Acceleration (Education)
Per Linguam: A Journal of Language Learning, Vol. 1-3, 1985-1987.
365p. 4mf. L1 ED 294 426

Access to Education
Access to Video Equipment for Study Purposes: Undergraduate Students in 1986. Findings from the Costs/Access Survey 1986. Report No. 5.
19p. 1mf. L1 ED 294 557

Charter of Rights and Special Education: Blessing or Curse?
32p. 1mf. L1 ED 294 392

Fostering Minority Access and Achievement in Higher Education: The Role of Urban Community Colleges and Universities.
244p. mf. L3 ED 294 468

Post-Secondary Programmes and Services for Exceptional Persons: North American Trends.
14p. 1mf. L1 ED 294 389

Supervisors' Role and the Use of Failure in Guatemala's Schools.
15p. 1mf. L1 ED 294 315

Women's Initiative Study: Access, Services, and Outcomes for Women with Disabilities in Vocational Rehabilitation.
97p. 2mf. L1 ED 294 000

Accountability
Accountability and Assessment in American Higher Education: Two Case Studies.
30p. 1mf. L1 ED 294 895

Maryland Accountability Testing Program Annual Report. School Year 1985-1986.
134p. 2mf. L1 ED 294 884

Accreditation (Institutions)
Handbook of Private Accredited Trade and Technical Schools 1988. Career Education That Works for America.
84p. 1mf. L1 ED 293 987

Acculturation
Caribbean Life in New York City: Sociocultural Dimensions.
383p. 4mf. L2 ED 294 967

Achievement
New Perspective on Intelligence: Examining Field Dependence/Independence in Light of Sternberg's Triarchic Theory of Intelligence.
27p. 1mf. L1 ED 294 893

Achievement Gains
Evaluation of Chapter I in the Montgomery County Public Schools. Chapter I Students in the Montgomery County Public Schools: A Description and Follow-up.
45p. 1mf. L1 ED 294 947

SLEP Student Achievement: Some Pertinent Variables and Policy Implications.
43p. 1mf. L1 ED 294 457

Achievement Need
Changes in Personal Investment in Adulthood.
24p. 1mf. L1 ED 294 106

Achievement Tests
Assessing the Construct Validity of a Life Skills Competency Test.
21p. 1mf. L1 ED 294 897

Acquired Immune Deficiency Syndrome
Dealing with Clients Affected by AIDS: A Videotape and Discussion Model for Counselor Education.
26p. 1mf. L1 ED 294 132

Federal Response to the AIDS Epidemic: Information and Public Education. Hearing before a Subcommittee of the Committee on Government Operations. House of Representatives, One Hundredth Congress, First Session.
317p. 4mf. L1 ED 294 095

From Social Movement to Social Organization: Voluntary AIDS Projects in Connecticut.
21p. 1mf. L1 ED 294 812

Generation in Jeopardy: Children and AIDS. A Report of the Select Committee on Children, Youth, and Families. U.S. House of Representatives, One Hundredth Congress, First Session (December 1987).
184p. 2mf. L1 ED 294 082

Action Development
Sensorimotor and Action Development in Autistic Children from Infancy to Early Childhood.
25p. 1mf. L1 ED 294 380

Action Research
Educational Practitioners: Absent Voices in the Building of Educational Theory.
39p. 1mf. L1 ED 294 861

Some Promising Endeavors in School-Univerity Collaboration: Collaborative Research and Collaborative Supervision in the University of New Hampshire Five-Year Program.
11p. 1mf. L1 ED 294 835

Teacher Values and the Construction of Curriculum.
20p. 1mf. L1 ED 294 844

Adaptive Instructional Models
What Assessment of Reader-Writer Conferencing Can Externalize.
35p. 1mf. L1 ED 294 171

Adaptive Testing
Computerized Adaptive Testing: A Good Idea Waiting for the Right Technology.
19p. 1mf. L1 ED 294 901

Simple and Effective Algorithms: Computer-Adaptive Testing.
10p. 1mf. L1 ED 294 918

Adjunct Faculty
Part-time, Temporary & Nontenure Track Faculty Appointments. Report and Recommendations.
19p. 1mf. L2 ED 294 477

Adjustment (to Environment)
AFS Orientation Handbook: Volume V.
103p. 2mf. L2 ED 294 793

Attitudinal Flexibility and Intellectual Functioning in the Elderly.
30p. 1mf. L1 ED 294 107

Personality Study of Hawaii Japanese Nonagenarians: Preliminary Findings. Technical Report.
15p. 1mf. L1 ED 294 134

Plain Talk About...Aging. Plain Talk Series.
5p. 1mf. L1 ED 294 076

Administration
Child Care Update: 1987.
27p. 1mf. L1 ED 294 650

Trade Union Users of Video.
33p. 1mf. L1 ED 294 549

Administrative Organization
Beginning Look at the What and How of Restructuring.
37p. 1mf. L1 ED 294 326

Leveraging Information Technology. Track III: Organizational Issues.
80p. 1mf. L1 ED 294 510

Managing Contract Training Programs: Progress and Proposals. Institute for Studies in Higher Education Policy Paper No. 2.
27p. 1mf. L1 ED 294 616

School/College Partnerships to Enhance Curriculum: A Statewide Qualitative Evaluation.
63p. 1mf. L1 ED 294 928

Administrative Policy
Leveraging Information Technology. Track I: Policy and Planning.
64p. 1mf. L1 ED 294 508

Administrative Principles
Analysis of Texts on School Administration 1820-1985. (The Reciprocal Relationship between the Literature and the Profession).
141p. 2mf. L2 ED 294 314

Seven S Framework and Its Use as an Assessment Tool.
17p. 1mf. L1 ED 294 620

Administrator Characteristics
Women in Vocational Education Leadership Positions: Factors Influencing Success. Final Report.
56p. 1mf. L1 ED 294 033

Administrator Education
Albuquerque Public Schools/University of New Mexico Administrative Internship Program: A Unique Response to Today's Realities.
23p. 1mf. L1 ED 294 295

Analysis of Texts on School Administration 1820-1985. (The Reciprocal Relationship between the Literature and the Profession).
141p. 2mf. L2 ED 294 314

Building Advanced Oral Proficiency Skills for Managers.
22p. 1mf. L1 ED 294 425

Preservice Preparation of American Educational Administrators: Retrospect and Prospect.
47p. 1mf. L1 ED 294 308

Training of Trainers in Educational Planning. Report of an IIEP Workshop (Nairobi, Kenya, June 29-July 10, 1987).
160p. 2mf. L2 ED 294 847

Administrator Effectiveness
Analysis of Washington State Policy for School Administrator Evaluation by Certified Subordinates.
37p. 1mf. L1 ED 294 908

Administrator Evaluation
Analysis of Washington State Policy for School Administrator Evaluation by Certified Subordinates.
37p. 1mf. L1 ED 294 908

Performance Contracting.
22p. 1mf. L1 ED 294 300

Study To Determine Parents' and Teachers' Perceptions of the Effectiveness of Public School Principals in the Upper Cumberland Development District of Tennessee.
21p. 1mf. L1 ED 294 322

Administrator Qualifications
Women in Vocational Education Leadership Positions: Factors Influencing Success. Final Report.
56p. 1mf. L1 ED 294 033

Administrator Responsibility
Appraisal for Professional Improvement.
10p. 1mf. L1 ED 294 319

Education of Severely and Profoundly Handicapped Children and Youth: Some Issues That Currently Need To Be Resolved.
15p. 1mf. L1 ED 294 390

Quality of Life in Writing Program Administration.
11p. 1mf. L1 ED 294 197

Strategic Planning and Leadership in Continuing Education: Enhancing Organizational Vitality, Responsiveness, and Identity. Jossey-Bass Higher Education Series.
247p. mf. L3 ED 294 498

Administrator Role
Education of Severely and Profoundly Handicapped Children and Youth: Some Issues That Currently Need To Be Resolved.
15p. 1mf. L1 ED 294 390

House Undivided: Some Perspectives from a Once "Intimate Enemy," Now a Department Head.
14p. 1mf. L1 ED 294 234

Study To Determine Parents' and Teachers' Perceptions of the Effectiveness of Public School Principals in the Upper Cumberland Development District of Tennessee.
21p. 1mf. L1 ED 294 322

Administrators
Career Paths in Higher Education Administration.
35p. 1mf. L1 ED 294 506

Scheduled Salaries for Professional Personnel in Public Schools, 1987-88. Part 1 of National Survery of Salaries and Wages in Public Schools. ERS Report.
113p. mf. L3 ED 294 324

Admission Criteria
Presenting California State University Admission Requirements to Tenth Grade Students: A Pilot Project.
12p. 1mf. L1 ED 294 481

Adolescent Literature
Notable Canadian Children's Books, 1984 Supplement = Un Choix de Livres Canadiens pour la Jeunesse, Supplement 1984.
50p. 1mf. L1 ED 294 591

Adolescents
Accelerating the Development of Formal Thinking in Middle and High School Students.
22p. 1mf. L1 ED 294 914

Adopted Adolescent. Selected Papers Number 55.
11p. 1mf. L1 ED 294 662

Be Aware. Be Safe.
38p. 1mf. L1 ED 294 979

Children's Mental Health: Promising Responses to Neglected Problems. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session.
242p. 3mf. L1 ED 294 117

Demographic and Situational Variables Influencing Substance Use among Urban Black Adolescents.
11p. 1mf. L1 ED 294 968

Eating Disorders: The Impact on Children and Families. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session (San Francisco, CA, July 31, 1987).
162p. 2mf. L1 ED 294 092

Female Address in Music Video: Voicing the Difference Differently.
25p. 1mf. L1 ED 294 519

Generation in Jeopardy: Children and AIDS. A Report of the Select Committee on Children, Youth, and Families. U.S. House of Representatives, One Hundredth Congress, First Session (December 1987).
184p. 2mf. L1 ED 294 082

Helping Youth Decide. Second Edition.
26p. 1mf. L1 ED 294 100

Helping Youth Decide: A Workshop Guide.
47p. 1mf. L1 ED 294 101

Nutrition & Adolescent Pregnancy: A Selected Annotated Bibliography.
108p. 2mf. L1 ED 294 112

On Being a Gifted Adolescent. Selected Papers Number 54.
17p. 1mf. L1 ED 294 661

Perspective of Migrant Adolescents. Selected Papers Number 50.
15p. 1mf. L1 ED 294 658

Portrait of Young Adolescents in the 1980's.
28p. 1mf. L2 ED 294 649

Teen Sexual Behavior. A Leader's Resource of Practical Strategies with Youth.
72p. 1mf. L2 ED 294 868

Teen-Age Pregnancies: Can We Afford Not To Prevent Them?
14p. 1mf. L2 ED 294 098

Television in the Lives of Nigerian Youths.
41p. 1mf. L1 ED 294 530

Violence Viewing and Adolescent Aggression: A Longitudinal Study.
33p. 1mf. L1 ED 294 555

Youth Indicators 1988: Trends in the Well-Being of American Youth.
142p. 2mf. L1 ED 294 698

Adopted Children
Transracial Adoption and Placement: A Critical Review of Literature.
13p. 1mf. L1 ED 294 682

Adoption
Adopted Adolescent. Selected Papers Number 55.
11p. 1mf. L1 ED 294 662

Transracial Adoption and Placement: A Critical Review of Literature.
13p. 1mf. L1 ED 294 682

Adult Basic Education
Evaluation of the Impact of the Advertising Council's "Volunteer Against Illiteracy" Campaign on Public Awareness of and Resources Devoted to Adult Literacy for 1985.
677p. 8mf. L1 ED 293 979

Making America Work. Productive People, Productive Policies.
38p. 1mf. L2 ED 293 978

PA Industry & Adult Education: A New Partnership. Final Report.
131p. 2mf. L1 ED 293 980

Read On! II. A Sequential Reading Series. Book 3 and Workbook 3: Vote.
143p. 2mf. L2 ED 293 992

Read On! II. A Sequential Reading Series. Book 5 and Workbook 5: Let Me Tell You a Story.
176p. 2mf. L2 ED 293 993

Read On! II. A Sequential Reading Series. Book 6 and Workbook 6: In My Opinion.
140p. 2mf. L2 ED 293 994

Read On! II. A Sequential Reading Series. Instructor's Guide.
72p. 1mf. L2 ED 293 988

Read On! II. A Sequential Reading Series. Book 1 and Workbook 1.
156p. 2mf. L2 ED 293 989

Read On! II. A Sequential Reading Series. Book 3 and Workbook 3: Tribute to Red.
123p. 2mf. L2 ED 293 991

Read On! II. A Sequential Reading Series. Book 2 and Workbook 2: Musical Mix-Up.
122p. 2mf. L2 ED 293 990

Success Stories 1978-1988. The Past & Present. Tenth Anniversary Celebration.
50p. 1mf. L1 ED 293 985

Supplemental Curriculum for Life Coping Skills for the Elderly. Project 310. Etowah City Schools.
90p. 1mf. L1 ED 293 976

Teaching Critical Reading in the Content Areas. Techniques.
4p. 1mf. L1 ED 294 034

Adult Development
Changes in Personal Investment in Adulthood.
24p. 1mf. L1 ED 294 106

Adult Education
Adult and Continuing Education: Noncredit Activities in Institutions of Higher Education. Higher Education General Information Survey (HEGIS) machine-readable data file .
93p. 1mf. L3 ED 294 517

Combining Quantitative and Qualitative Methods in the Evaluation of an Alternative to Conventional High Schools.
19p. 1mf. L1 ED 294 905

Community College Programs for Underprepared Students.
93p. 1mf. L1 ED 294 626

Cost of Adult Continuing Education in Ontario.
241p. 3mf. L1 ED 294 004

Adult Educators
Model Competency Based Curriculum for Adult/Vocational Instructor Training.
130p. 2mf. L1 ED 294 003

Adult Literacy
"On the Hurricane Deck of a Mule": Teaching Adults To Read Using Language-Experience and Oral History Techniques.
149p. 2mf. L1 ED 294 155

Evaluation of the Impact of the Advertising Council's "Volunteer Against Illiteracy" Campaign on Public Awareness of and Resources Devoted to Adult Literacy for 1985.
677p. 8mf. L1 ED 293 979

Literacy for the Workplace.
40p. 1mf. L1 ED 294 164

Making America Work. Productive People, Productive Policies.
38p. 1mf. L2 ED 293 978

Reading Habits of Adults in Egypt.
45p. 1mf. L1 ED 294 157

Semantic Mapping in the Adult Learning Center.
15p. 1mf. L1 ED 294 150

Women and the Dichotomy of Literacy: Public/Private Discourse.
15p. 1mf. L1 ED 294 200

Adult Reading Programs
Read On! II. A Sequential Reading Series. Book 3 and Workbook 3: Vote.
143p. 2mf. L2 ED 293 992

Read On! II. A Sequential Reading Series. Book 3 and Workbook 3: Tribute to Red.
123p. 2mf. L2 ED 293 991

Read On! II. A Sequential Reading Series. Book 5 and Workbook 5: Let Me Tell You a Story.
176p. 2mf. L2 ED 293 993

Read On! II. A Sequential Reading Series. Book 6 and Workbook 6: In My Opinion.
140p. 2mf. L2 ED 293 994

Read On! II. A Sequential Reading Series. Instructor's Guide.
72p. 1mf. L2 ED 293 988

Read On! II. A Sequential Reading Series. Book 1 and Workbook 1.
156p. 2mf. L2 ED 293 989

Read On! II. A Sequential Reading Series. Book 2 and Workbook 2: Musical Mix-Up.
122p. 2mf. L2 ED 293 990

Adults
Developing Critical Thinkers: Challenging Adults To Explore Alternative Ways of Thinking and Acting.
293p. mf. L3 ED 294 480

Advance Directives
Matter of Choice: Planning Ahead for Health Care Decisions. An Information Paper Prepared for Use by the Chairman and Ranking Minority Member of the Special Committee on Aging, United States Senate.
97p. 2mf. L1 ED 294 071

Advertising
Advertising, Marketing and Promotional Strategies for the Female TV Market from 1946-1980.
35p. 1mf. L1 ED 294 544

Evaluation of the Impact of the Advertising Council's "Volunteer Against Illiteracy" Campaign on Public Awareness of and Resources Devoted to Adult Literacy for 1985.
677p. 8mf. L1 ED 293 979

Experiential Learning of Nonverbal Communication in Popular Magazine Advertising.
12p. 1mf. L1 ED 294 258

Advocacy
Where to Turn for Help for Older Persons: A Guide for Action on Behalf of An Older Person.
53p. 1mf. L1 ED 294 077

Aesthetic Reading
Reading and Writing about Poetry and the Reconstruction of Reality: How College English Majors Read a Poem.
27p. 1mf. L1 ED 294 156

Affective Behavior
Empathy, Communication, and Prosocial Behavior.
41p. 1mf. L1 ED 294 266

Is Teaching Also a Moral Craft for Secondary School Teachers? Cognitive and Emotional Processes of Student Teachers in Professional Development During Teacher Education.
35p. 1mf. L1 ED 294 875

Research and Clinical Center for Child Development Annual Report, 1986-1987. No. 10.
68p. 1mf. L1 ED 294 655

Affective Objectives
Direct Instruction and Affective Learning in Career Education.
18p. 1mf. L1 ED 293 984

Affirmative Action
Assessing the Outcome of Affirmative Action in Medical Schools. A Study of the Class of 1975.
58p. 1mf. L2 ED 294 969

Africa
Africa's Agenda for Action: Reform Policies, Renew Progress.
6p. 1mf. L1 ED 294 777

Africa (South)
Needs Analysis of Higher Primary Teachers in Kwa Zulu. Report of a Project: "Improvement of English Language Proficiency of Black Primary School Teachers in Southern Africa."
106p. 2mf. L1 ED 294 427

Per Linguam: A Journal of Language Learning, Vol. 1-3, 1985-1987.
365p. 4mf. L1 ED 294 426

African Culture
Siswati Special Skills Handbook. Peace Corps Language Handbook Series.
118p. 2mf. L1 ED 294 413

African Languages
Krio Language Manual. Revised Edition.
238p. 3mf. L1 ED 294 418

Per Linguam: A Journal of Language Learning, Vol. 1-3, 1985-1987.
365p. 4mf. L1 ED 294 426

Age Differences
Australian Children's Thinking about Death: A Sydney-Based Study. Selected Papers Number 49.
21p. 1mf. L1 ED 294 657

Changes in Personal Investment in Adulthood.
24p. 1mf. L1 ED 294 106

Demographic and Situational Variables Influencing Substance Use among Urban Black Adolescents.
11p. 1mf. L1 ED 294 968

Gender Differences in Verbal Ability: A Meta-Analysis.
75p. 1mf. L1 ED 294 919

Parental Distancing Strategies and Children's Fantasy Play.
20p. 1mf. L1 ED 294 668

Views of Retirement by Active and Retired Protestant Ministers.
17p. 1mf. L1 ED 294 128

What Can Be Learnt from Teaching Children?
10p. 1mf. L1 ED 294 447

Age Discrimination
Cultural Bias in Children's Storybooks: Implications for Education.
22p. 1mf. L1 ED 294 943

Age Grade Placement
Inherent Impact of Non-Promoted Students on Reading Scores in a Big City Elementary School.
14p. 1mf. L1 ED 294 941

Agency Client Contracting
Welfare Reform. Bibliographies of Case Management and Agency/Client Contracting. Fact Sheet for the Chairman, Committee on Governmental Affairs, U.S. Senate.
53p. 1mf. L1 ED 294 976

Agency Cooperation
Forming Cooperative Programs for Mainstreaming Preschool Children with Severe Behavior Disorders: Policy, Programmatic, and Procedural Issues.
76p. 1mf. L1 ED 294 354

Agency Role
Improving Career Development through Counselor Education Programs. Proceedings of the 1985 Counselor Education Career Development Workshop Series.
167p. 2mf. L1 ED 294 059

Aggression
Violence Viewing and Adolescent Aggression: A Longitudinal Study.
33p. 1mf. L1 ED 294 555

Aging (Individuals)
Changes in Personal Investment in Adulthood.
24p. 1mf. L1 ED 294 106

Discharge Policies in Senior Housing.
27p. 1mf. L1 ED 294 103

Liberal Arts and the Communication and Aging Course: Infusing a Tradition with an 'Old/New' Twist.
7p. 1mf. L1 ED 294 279

Plain Talk About...Aging. Plain Talk Series.
5p. 1mf. L1 ED 294 076

Aging Education
Liberal Arts and the Communication and Aging Course: Infusing a Tradition with an 'Old/New' Twist.
7p. 1mf. L1 ED 294 279

Aging in Academia
Graying of the Professoriate. Occasional Paper No. 9.
21p. 1mf. L1 ED 294 465

Agricultural Production
Agricultural Chartbook 1988. Agriculture Handbook No. 673.
115p. 2mf. L1 ED 294 028

Agricultural Marketing. Farmers' Marketing Practices and Programs To Teach Alternative Practices. Briefing Report to Congressional Committees.
51p. 1mf. L1 ED 294 026

Financial Performance of Specialized Cotton Farms. Agriculture Information Bulletin Number 538.
17p. 1mf. L1 ED 294 032

Food and Population: Beyond Five Billion.
45p. 1mf. L1 ED 294 813

Losing Chlordimeform Use in Cotton Production. Its Effects on the Economy and Pest Resistance. Agricultural Economic Report Number 587.
36p. 1mf. L1 ED 294 030

Agricultural Trends
Agricultural Chartbook 1988. Agriculture Handbook No. 673.
115p. 2mf. L1 ED 294 028

Conditional Approach to Projecting Farm Structure.
50p. 1mf. L1 ED 294 029

Agriculture
Agricultural Chartbook 1988. Agriculture Handbook No. 673.
115p. 2mf. L1 ED 294 028

Losing Chlordimeform Use in Cotton Production. Its Effects on the Economy and Pest Resistance. Agricultural Economic Report Number 587.
36p. 1mf. L1 ED 294 030

Agronomy
Natural Resources Education Notebook.
270p. 3mf. L2 ED 294 756

Aid to Families with Dependent Children
Food Stamp Program: Participation by AFDC Households. Briefing Report to Congressional Requesters.
37p. 1mf. L1 ED 294 980

Air Pollution
Rethinking the Role of the Automobile. Worldwatch Paper No. 84.
75p. 1mf. L2 ED 294 742

Alaska
Alaska Arts Resource Directory.
53p. 1mf. L1 ED 294 778

Alaska Native Participation in the Civilian Conservation Corps. Alaska Historical Commission Studies in History No. 206.
54p. 1mf. L1 ED 294 702

Alaska Problem Resource Manual: Alaska Future Problem Solving Program. Alaska Problem 1985-86.
57p. 1mf. L1 ED 294 699

Community College Agreement between the Alaska Community Colleges' Federation of Teachers Local 2404, AFT, and the University of Alaska, April 1, 1984-March 31, 1987.
92p. 1mf. L1 ED 294 598

Manual for Small Libraries in Alaska.
393p. 5mf. L1 ED 294 583

Alaska Natives
Alaska Native Participation in the Civilian Conservation Corps. Alaska Historical Commission Studies in History No. 206.
54p. 1mf. L1 ED 294 702

Alberta
Junior High Mathematics Program of Studies and Curriculum Guide. 1987. Draft.
348p. 4mf. L1 ED 294 763

Albuquerque Public Schools NM
Albuquerque Public Schools/University of New Mexico Administrative Internship Program: A Unique Response to Today's Realities.
23p. 1mf. L1 ED 294 295

Alcohol Abuse
Alcohol/Drug-Free Schools in New York State. Planning and Policy Guidelines.
99p. 2mf. L1 ED 294 120
Programs, Activities & Directions.
26p. 1mf. L1 ED 294 118

Alcohol Education
Programs, Activities & Directions.
26p. 1mf. L1 ED 294 118

Alcoholism
Alcoholic Child in the Elementary School.
64p. 1mf. L1 ED 294 692
Programs, Activities & Directions.
26p. 1mf. L1 ED 294 118
Recovering Alcoholic Police Officer and the Danger of Professional Emotional Suppression.
17p. 1mf. L1 ED 294 099

Algebra
Diagnosis and Remediation in the Context of Intelligent Tutoring Systems.
33p. 1mf. L1 ED 294 736
Enhancing PIXIE's Tutoring Capabilities.
40p. 1mf. L1 ED 294 735
Studies of Diagnosis & Remediation with High School Algebra Students.
70p. 1mf. L1 ED 294 734
TPIXIE: A Computer Program To Teach Diagnosis of Algebra Errors. An Interim Report.
28p. 1mf. L1 ED 294 733

Algorithms
Simple and Effective Algorithms: Computer-Adaptive Testing.
10p. 1mf. L1 ED 294 918

Allied Health Occupations Education
Cost-Effectiveness Study of the Two-Year Dental Hygiene Program at Fayetteville Technical Institute.
132p. 2mf. L1 ED 294 632
Reviewing Health Manpower Development. A Method of Improving National Health Systems. Public Health Papers No. 83.
152p. 2mf. L2 ED 294 023

Alternative Energy Sources
Careers in the Renewable Energy and Conservation Professions and Trades.
5p. 1mf. L1 ED 294 730

Altruism
Empathy, Communication, and Prosocial Behavior.
41p. 1mf. L1 ED 294 266

Alumni Associations
Two-Year College Alumni Programs: Practices and Possibilities.
9p. 1mf. L1 ED 294 629

Alzheimers Disease
Differential Diagnosis of Alzheimer's and Other Dementing Diseases. January 1983 through June 1987. National Library of Medicine Literature Search No. 87-6.
48p. 1mf. L1 ED 294 096

American Indian Education
All Indian Pueblo Council, Inc. Vocational Education Program Curriculum Materials.
60p. 1mf. L1 ED 294 020
American Indian Exceptional Children and Youth. An ERIC Exceptional Child Education Report.
71p. 1mf. L1 ED 294 338

American Indians
All Indian Pueblo Council, Inc. Vocational Education Program Curriculum Materials.
60p. 1mf. L1 ED 294 020
Study of the Special Problems and Needs of American Indians with Handicaps Both On and Off the Reservation. Volume II: Individual Reports. Volume III: Appendices.
337p. 4mf. L1 ED 294 343
Study of the Special Problems and Needs of American Indians with Handicaps Both On and Off the Reservation. Volume I: Executive Summary.
25p. 1mf. L1 ED 294 342

American Way (Magazine)
"American Way's" Flight Pattern: A Profile of American Airline's In-Flight Magazine.
23p. 1mf. L1 ED 294 237

Annotated Bibliographies
Ethnic Folklife Dissertations from the United States and Canada, 1960-1980. A Selected, Annotated Bibliography.
80p. 1mf. L1 ED 294 701

Anorexia Nervosa
Eating Disorders: The Impact on Children and Families. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session (San Francisco, CA, July 31, 1987).
162p. 2mf. L1 ED 294 092

Answering Services
Project HELP--The Home Education Learning Project: A History and Analysis of a Telephone Assistance Program for Homework.
19p. 1mf. L1 ED 294 932

Antarctic
Antarctica: Arena for South American Cooperation or Conflict.
26p. 1mf. L1 ED 294 824

Apple Microcomputers
Software Shopper. Revised.
242p. 3mf. L2 ED 294 398

Apprenticeships
Setting Up an Apprenticeship Program. A Step-by-Step Guide in Training Apprentices for Skilled Occupations. Revised.
44p. 1mf. L1 ED 294 042

Aquatic Sports
Code of Practice for Scientific Diving: Principles for the Safe Practice of Scientific Diving in Different Environments. Unesco Technical Papers in Marine Science 53.
290p. 4mf. L2 ED 294 769

Aquino (Corazon)
Mrs. Aquino Goes to Washington: Completing the Romantic Myth in Corazon Aquino's 1986 Address to the Joint Session of Congress.
15p. 1mf. L1 ED 294 282

Arabic
Low Front Vowel Tensing in Lexical Phonology.
46p. 1mf. L1 ED 294 436
Mauritanian Arabic. Communication and Culture Handbook. Peace Corps Language Handbook Series.
323p. 4mf. L1 ED 294 423
Spoken Tunisian Arabic. First Draft.
60p. 1mf. L1 ED 294 424

Arabic (Mauritanian)
Mauritanian Arabic. Communication and Culture Handbook. Peace Corps Language Handbook Series.
323p. 4mf. L1 ED 294 423

Arabic (Tunisian)
Spoken Tunisian Arabic. First Draft.
60p. 1mf. L1 ED 294 424

Armed Forces
Military Draft. Potential Impacts and Other Issues. Report to the Ranking Minority Member, Subcommittee on Defense, Committee on Appropriations, U.S. Senate.
64p. 1mf. L1 ED 294 027

Art
Perspectives on the American Audience for Art Museums: A Research Monograph Based on the 1985 Survey of Public Participation in the Arts. Revised Edition.
108p. 2mf. L1 ED 294 780
Sourcebook of Arts Statistics: 1987.
816p. 9mf. L1 ED 294 828

Art Activities
Alaska Arts Resource Directory.
53p. 1mf. L1 ED 294 778

Art Education
Art Education in American Community Colleges. Final Report.
136p. 2mf. L1 ED 294 640
Clementine Hunter Black History Month Exhibit: Successful Demonstration and Results of the Display Process. Working Paper #1.
43p. 1mf. L2 ED 294 814
Research in Art Education as a Form of Educational Consumer Protection.
24p. 1mf. L1 ED 294 503

Art Publications
Genius of Passion: Esquire, Coronet and Ken Magazines.
16p. 1mf. L1 ED 294 242

Articulation (Education)
Articulation Models and Systems: High School to Community Colleges and Community Colleges to Four Year Institutions.
29p. 1mf. L1 ED 294 628
Conference on English and Mathematics. Proceedings (October 21-23, 1987, Napa, California).
67p. 1mf. L1 ED 294 615
Texas College & University System Coordinating Board Articulation Workshop Report.
22p. 1mf. L1 ED 294 631

Articulation (Speech)
L'enchainement des consonnes occlusives suivies de voyelles anterieures en francais (The Chaining of Occlusive Consonants Followed by Anterior Vowels in French).
302p. 4mf. L1 ED 294 458

Arts Centers
Alaska Arts Resource Directory.
53p. 1mf. L1 ED 294 778
Perspectives on the American Audience for Art Museums: A Research Monograph Based on the 1985 Survey of Public Participation in the Arts. Revised Edition.
108p. 2mf. L1 ED 294 780

Asia (Central)
Role of Inner Asia in Early Russo-Chinese Relations: Teaching Aids for the Study of Inner Asia, No. 8.
48p. 1mf. L1 ED 294 815

Asia (East)
Educational Cooperation in Asia and the Pacific: 20 years of NIER's Activities.
123p. 2mf. L1 ED 294 309

Asian Americans
Be Aware. Be Safe.
38p. 1mf. L1 ED 294 979
Helping Your Child To Be Safe. English, Cambodian, and Lao Languages.
43p. 1mf. L1 ED 294 977
Helping Your Child To Be Safe. English, Chinese, and Vietnamese Languages.
43p. 1mf. L1 ED 294 978
Performance of Educationally-At-Risk Pacific and Asian Students in a Traditional Academic Program.
16p. 1mf. L1 ED 294 945
Variability among Ethnic Groups in Longitudinal Patterns of School Achievement: 1975-1986.
22p. 1mf. L1 ED 294 944

Asian History
Role of Inner Asia in Early Russo-Chinese Relations: Teaching Aids for the Study of Inner Asia, No. 8.
48p. 1mf. L1 ED 294 815
Teaching about China in Secondary Schools in Western Europe: Report. Proceedings of the European Teachers' Seminar (22nd, Donaueschingen, West Germany, November 7-12, 1983).
33p. 1mf. L1 ED 294 801

Asian Studies
Climbing the Intercultural Ladder: The Gradual Adaptation Process to a Village Culture in Indonesia. Occasional Papers in Intercultural Learning #9.
30p. 1mf. L1 ED 294 771
Role of Inner Asia in Early Russo-Chinese Relations: Teaching Aids for the Study of Inner Asia, No. 8.
48p. 1mf. L1 ED 294 815

Assertiveness
New Assertive You.
64p. 1mf. L2 ED 294 394

Assessed Valuation
Evaluation of Poverty Indicators. Testimony. Statement of Lois-ellin Datta before the Subcommittee on Census and Population, Committee on Post Office and Civil Service, House of Representatives.
36p. 1mf. L1 ED 294 973

Assisted Reading Instruction
Read On! II. A Sequential Reading Series. Book 3 and Workbook 3: Tribute to Red.
123p. 2mf. L2 ED 293 991
Read On! II. A Sequential Reading Series. Book 3 and Workbook 3: Vote.
143p. 2mf. L2 ED 293 992
Read On! II. A Sequential Reading Series. Book 5 and Workbook 5: Let Me Tell You a Story.
176p. 2mf. L2 ED 293 993
Read On! II. A Sequential Reading Series. Book 6 and Workbook 6: In My Opinion.
140p. 2mf. L2 ED 293 994
Read On! II. A Sequential Reading Series. Instructor's Guide.
72p. 1mf. L2 ED 293 988
Read On! II. A Sequential Reading Series. Book 1 and Workbook 1.
156p. 2mf. L2 ED 293 989
Read On! II. A Sequential Reading Series. Book 2 and Workbook 2: Musical Mix-Up.
122p. 2mf. L2 ED 293 990

Assistive Devices (for Disabled)
Music and You: Teacher Guide.
29p. 1mf. L2 ED 294 397

Associate Degrees
All Indian Pueblo Council, Inc. Vocational Education Program Curriculum Materials.
60p. 1mf. L1 ED 294 020

Athletes
Student-Athlete in the Classroom: Developmental Issues Affecting College Athletes and Their Impact on Academic Motivation and Performance.
24p. 1mf. L1 ED 294 617

Athletics
Head to Head That Had to Happen: A Case Study of Television Sport and Entrepreneurship.
42p. 1mf. L1 ED 294 554
Texts Adopted at Meetings of the European Ministers Responsible for Sport. 1975-86.
77p. 1mf. L1 ED 294 852

Attachment Behavior
Autism/Broken Symbiosis: Persistent Avoidance of Eye Contact with the Mother. Causes, Consequences, Prevention and Cure of Autistiform Behavior in Babies through "Mother-Child Holding."
33p. 1mf. L1 ED 294 344
Social Reciprocity: Early Intervention Emphasis for Young Children with Severe/Profound Handicaps. Working Paper #1. Charlotte Circle Project.
19p. 1mf. L1 ED 294 362

Attendance
Loss of Credit and Its Impact on High School Students: A Longitudinal Study.
40p. 1mf. L1 ED 294 940

Attention Control
Academic Engagement of Elementary School Children with Learning Disabilities.
41p. 1mf. L1 ED 294 340

Attention Deficit Disorders
Academic Engagement of Elementary School Children with Learning Disabilities.
41p. 1mf. L1 ED 294 340

Attitude Change
Attitudinal Flexibility and Intellectual Functioning in the Elderly.
30p. 1mf. L1 ED 294 107
Parenthood and the Attitudes of Young Adults. A RAND Note.
12p. 1mf. L2 ED 294 688

Attitude Measures
Attitudes of Middle School Students toward Low-Structure and High-Structure Content Journals.
11p. 1mf. L1 ED 294 236

Attitudes
Attitudes of Young People in China to Family Formation. A Study in Urban and Rural Areas in Beijing and Sichuan.
123p. 2mf. L2 ED 294 700

Attitudinal Flexibility
Attitudinal Flexibility and Intellectual Functioning in the Elderly.
30p. 1mf. L1 ED 294 107

Audience Analysis
Audience Duplication in the Video Age: Changes in Prime Time Inheritance Effects between 1976 and 1985.
20p. 1mf. L1 ED 294 262
Perspectives on the American Audience for Art Museums: A Research Monograph Based on the 1985 Survey of Public Participation in the Arts. Revised Edition.
108p. 2mf. L1 ED 294 780
Role of Psychographic Analysis in Developing Mass Communication Theory.
29p. 1mf. L1 ED 294 269
Time Out: The Viewing Experience and Reactions to the 1987 NFL Players' Strike.
26p. 1mf. L1 ED 294 265
Viewer Viewed.
12p. 1mf. L1 ED 294 551

Audience Participation
Perspectives on the American Audience for Art Museums: A Research Monograph Based on the 1985 Survey of Public Participation in the Arts. Revised Edition.
108p. 2mf. L1 ED 294 780

Audience Response
Teaching Film Studies: The Viewer Response Approach.
23p. 1mf. L1 ED 294 254

Audiences
Advertising, Marketing and Promotional Strategies for the Female TV Market from 1946-1980.
35p. 1mf. L1 ED 294 544
Ambiguity and Hesitation: Discourses on Television and the Housewife in Women's Home Magazines, 1948-55.
27p. 1mf. L1 ED 294 548
Media Revolution in a Small State Perspective: The Case of Norway.
10p. 1mf. L1 ED 294 522
New Trends in Television Consumption.
9p. 1mf. L1 ED 294 539
News as Interaction: Technology, Content and Audience.
25p. 1mf. L1 ED 294 527
Perspectives on the American Audience for Art Museums: A Research Monograph Based on the 1985 Survey of Public Participation in the Arts. Revised Edition.
108p. 2mf. L1 ED 294 780
Pleasure of Dynasty: The Weekly Reconstruction of Self-Confidence.
37p. 1mf. L1 ED 294 546
Radio Times: The Temporal Arrangements of Broadcasting in the Modern World.
34p. 1mf. L1 ED 294 542
Reading Reception: Mediation and Transparency in Viewers' Accounts of a TV Programme.
37p. 1mf. L1 ED 294 540
Representation of Blacks on British Television Drama, 1984.
65p. 1mf. L1 ED 294 523
Television and Its Social Effects in China.
14p. 1mf. L1 ED 294 521

Audiodisks
New York City: Musically Speaking.
16p. 1mf. L1 ED 294 293

Audiolingual Methods
Vous de Parler. French Trainee Book.
365p. 4mf. L1 ED 294 422

Audiotape Cassettes
Integrating Television and Audio-Cassettes. A Case Study of TV6, E206: Personality Development and Learning. IET Paper No. 251.
10p. 1mf. L1 ED 294 559

Audiotape Recordings
Audiotutorial Tapes as Aids to College Chemistry Registrants. Research Report #10-87.
15p. 1mf. L1 ED 294 716
Development, Implementation and Evaluation of an Audiotape and Accompanying Visuals in Hemodynamics as a Supplementary Teaching Aid for Human Anatomy and Physiology: Curriculum and Program Planning.
52p. 1mf. L2 ED 294 563

Auditory Training
Developing Auditory Skills: Program Manual and Systematic Lessons. Revised.
134p. 2mf. L2 ED 294 400
Music and You: Teacher Guide.
29p. 1mf. L2 ED 294 397

Australia
Adopted Adolescent. Selected Papers Number 55.
11p. 1mf. L1 ED 294 662
Approach to the Teaching of Television in Secondary Schools.
30p. 1mf. L1 ED 294 528
Australian Children's Thinking about Death: A Sydney-Based Study. Selected Papers Number 49.
21p. 1mf. L1 ED 294 657
Listening in Australia: Lessons from Down Under.
16p. 1mf. L1 ED 294 255
Perspective of Migrant Adolescents. Selected Papers Number 50.
15p. 1mf. L1 ED 294 658

Australia (New South Wales)
Developmental Consequences of Child Abuse. Selected Papers Number 52.
23p. 1mf. L1 ED 294 660

Australia (Sydney)
Social Nature of Children's Television Viewing.
30p. 1mf. L1 ED 294 533

Authentic Materials
Short Takes: Using Authentic Video in the English Class.
17p. 1mf. L1 ED 294 453

Autism
Autism/Broken Symbiosis: Persistent Avoidance of Eye Contact with the Mother. Causes, Consequences, Prevention and Cure of Autistiform Behavior in Babies through "Mother-Child Holding."
33p. 1mf. L1 ED 294 344
Sensorimotor and Action Development in Autistic Children from Infancy to Early Childhood.
25p. 1mf. L1 ED 294 380

Autobiographies
Voice of One's Own: Creating Writing Identities.
11p. 1mf. L1 ED 294 178

Autoinstructional Aids
Audiotutorial Tapes as Aids to College Chemistry Registrants. Research Report #10-87.
15p. 1mf. L1 ED 294 716
Interactive Videodisc as a Component in a Multi-Method Approach to Anatomy and Physiology.
6p. 1mf. L1 ED 294 624

Automobiles
Rethinking the Role of the Automobile. Worldwatch Paper No. 84.
75p. 1mf. L2 ED 294 742

Aversive Stimuli
Address of Wm. Bradford Reynolds.
11p. 1mf. L1 ED 294 381

Basal Reading
Integrating Writing and Reading Instruction. Occasional Paper No. 118.
36p. 1mf. L1 ED 294 175

Basic Skills
Back to Basics under JTPA. A Policy Statement.
25p. 1mf. L1 ED 294 047
Community College Programs for Underprepared Students.
93p. 1mf. L1 ED 294 626
Innovative Programs To Meet Industry Workforce Needs.
13p. 1mf. L1 ED 293 995
Literacy for the Workplace.
40p. 1mf. L1 ED 294 164
Maryland Accountability Testing Program Annual Report. School Year 1985-1986.
134p. 2mf. L1 ED 294 884
New Mexico High School Proficiency Examination (NMHSPE), 1985-86. District Report.
46p. 1mf. L1 ED 294 883
Solving Word Problems in the Primary Grades: Addition and Subtraction.
35p. mf. L3 ED 294 744
Texas College & University System Coordinating Board Articulation Workshop Report.
22p. 1mf. L1 ED 294 631

Basic Skills Education Program
Literacy for the Workplace.
40p. 1mf. L1 ED 294 164

Basic Writers
Word Processing: A Helpful Tool for Basic Writers.
16p. 1mf. L1 ED 294 243

Basic Writing
Word Processing: A Helpful Tool for Basic Writers.
16p. 1mf. L1 ED 294 243

Beginning Reading
Language Experience Approach for Beginning Reading: A Quantitative Research Synthesis.
45p. 1mf. L1 ED 294 139
Read On! II. A Sequential Reading Series. Instructor's Guide.
72p. 1mf. L2 ED 293 988

Beginning Teachers
Evaluating Teaching Competencies: An Analysis of the Variance Existing in Different Assessments.
117p. 2mf. L1 ED 294 846
Training Retired Teachers for the Transition to Mentoring.
13p. 1mf. L1 ED 294 840

Beginning Writing
Study of Third and Fifth Grade Students' Oral Language during the Writing Process. Research Bulletin.
26p. 1mf. L2 ED 294 180

Behavior
Viewer Viewed.
12p. 1mf. L1 ED 294 551

Behavior Change
Social Skills. News Digest #6.
9p. 1mf. L1 ED 294 369

Behavior Disorders
Education of Behaviorally Handicapped Students in Maine.
87p. 1mf. L1 ED 294 346
Forming Cooperative Programs for Mainstreaming Preschool Children with Severe Behavior Disorders: Policy, Programmatic, and Procedural Issues.
76p. 1mf. L1 ED 294 354

Behavior Modification
Address of Wm. Bradford Reynolds.
11p. 1mf. L1 ED 294 381

Behavior Problems
Developmental Course of Young Children with Emotionally Disturbed Mothers.
16p. 1mf. L1 ED 294 401

Behavioral Objectives
Youth Employment Competencies. A Resource Manual. Volume I. Technical Assistance Guide 2:84. Volume II. Technical Assistance Guide 3:84.
139p. 2mf. L1 ED 294 052

Belgium
New Media and Old: Education's Response in Three European Countries.
38p. 1mf. L1 ED 294 541

Beliefs
Research on Cognitive Effects of Non-Educational TV: An Epistemological Discussion.
55p. 1mf. L1 ED 294 534

Bilingual Education
Bilingual Education: Symbolic Meaning and Support among Non-Hispanics.
95p. 1mf. L1 ED 294 464
Developing Effective Instructional Programs.
26p. 1mf. L1 ED 294 950
Helping Limited English Proficient Students Succeed.
14p. 1mf. L1 ED 294 953

Bilingual Education Evaluation System
How and How Much Do Biases Resulting from Regression to the Mean Affect Outcome Evaluations?
24p. 1mf. L1 ED 294 888

Bilingual Education Programs
Listen, Practice, Converse: A Communication Approach to Second Language Acquisition in Torrance Unified School District. (A Japanese and Korean Bilingual Program Funded under Title VII of the Elementary and Secondary Education Act.) Third Annual Evaluation Report (1986-1987).
73p. 1mf. L1 ED 294 430

Bilingualism
Connaissance et utilisation des deux langues en milieu partiellement bilingue (Knowledge and Use of Two Languages in a Partially Bilingual Situation).
22p. 1mf. L1 ED 294 459
Tutorial Questions in Caretaker Speech.
47p. 1mf. L1 ED 294 461

Biographies
Investigating Teachers' Knowledge through Ethnographic and Biographical Approaches: A Case Study.
30p. 1mf. L1 ED 294 874

Biological Sciences
Moist Side of Life--Some Classroom Activities in Biological Adaptation.
52p. 1mf. L1 ED 294 718

Black Culture
Clementine Hunter Black History Month Exhibit: Successful Demonstration and Results of the Display Process. Working Paper #1.
43p. 1mf. L2 ED 294 814

Black Dialects
Dialect Differences: Do They Interfere?
14p. 1mf. L1 ED 294 240

Black Family
Black Family Imagery and Interactions on Television: A Preliminary Analysis.
21p. 1mf. L1 ED 294 561

Black History
Clementine Hunter Black History Month Exhibit: Successful Demonstration and Results of the Display Process. Working Paper #1.
43p. 1mf. L2 ED 294 814

Black Students
Comparison of White and Black Student Academic Success Using Noncognitive Variables: A LISREL Analysis. Research Report #6-87.
34p. 1mf. L1 ED 294 878
Demographic and Situational Variables Influencing Substance Use among Urban Black Adolescents.
11p. 1mf. L1 ED 294 968
Explanation of the Beliefs, Values, and Attitudes of Black Students in Fairfax County.
56p. 1mf. L1 ED 294 958
Our National Dilemma.
40p. 1mf. L1 ED 294 949

Blacks
Caregivers and Their Black Elderly Clients.
20p. 1mf. L1 ED 294 130
Explanation of the Beliefs, Values, and Attitudes of Black Students in Fairfax County.
56p. 1mf. L1 ED 294 958
New South as Curriculum: Implications for Understanding Southern Race Relations.
15p. 1mf. L1 ED 294 942
Race and Rape: The Black Woman as Legitimate Victim.
36p. 1mf. L1 ED 294 970
Representation of Blacks on British Television Drama, 1984.
65p. 1mf. L1 ED 294 523

Blood Circulation
Development, Implementation and Evaluation of an Audiotape and Accompanying Visuals in Hemodynamics as a Supplementary Teaching Aid for Human Anatomy and Physiology: Curriculum and Program Planning.
52p. 1mf. L2 ED 294 563

Bloom (Allan)
Alan Bloom's "The Closing of the American Mind": Two Perspectives.
34p. 1mf. L1 ED 294 971

Board Administrator Relationship
What Can Superintendents and Board Members Do To Help Each Other Be Successful?
19p. 1mf. L1 ED 294 312

Board of Education Policy
Mastering the Basics of Effective School Board Service.
170p. 2mf. L1 ED 294 305

Board of Education Role
Mastering the Basics of Effective School Board Service.
170p. 2mf. L1 ED 294 305

Boards of Education
Mastering the Basics of Effective School Board Service.
170p. 2mf. L1 ED 294 305
What Can Superintendents and Board Members Do To Help Each Other Be Successful?
19p. 1mf. L1 ED 294 312

Books
Inventions and Inventors. LC Science Tracer Bullet.
14p. 1mf. L1 ED 294 731
Using Literature To Teach in All Curriculum Areas K-3.
69p. 1mf. L1 ED 294 694

Books by Mail Program
Books by Mail Program: An Implementation Handbook.
53p. 1mf. L1 ED 294 578

Boredom
Boredom and the Pedagogy of Responsibility.
8p. 1mf. L1 ED 294 291

Botany
Children's Conceptions of Plants as Living Things.
18p. 1mf. L1 ED 294 732

Botswana National Literacy Program
Evaluations of Botswana National Literacy Program: The Politics of Renovation and Control.
44p. 1mf. L1 ED 294 887

Bowie State College MD
Bowie State College Teaching Faculty's Attitudes toward Public Education.
31p. 1mf. L1 ED 294 862
Preliminary Study of Perceived Discrimination and Prejudices of College Students.
21p. 1mf. L1 ED 294 489

Brazil (Rio de Janeiro)
Effect of Parent Involvement in Classroom Activities on Parents' and Children's Attitude toward School.
13p. 1mf. L1 ED 294 667

Broadcast Industry
Adspots and Green Eyes: 'National' Identity in Irish TV Commercials and Other 'Marginal' Areas of Irish Television.
21p. 1mf. L1 ED 294 526
Communications at the Crossroads: Parity and Perceptions of Minority Participation.
40p. 1mf. L1 ED 294 253
Community Cable Television--Hungarian Perspectives.
33p. 1mf. L1 ED 294 550
Education of the Televiewer in Chile.
32p. 1mf. L1 ED 294 538
Independent Video in Britain.
13p. 1mf. L1 ED 294 552
Media Revolution in a Small State Perspective: The Case of Norway.
10p. 1mf. L1 ED 294 522
National Policies towards Broadcasting in Tanzania.
33p. 1mf. L1 ED 294 543
New Technologies Upset the Political Communication Balance in the Third World.
21p. 1mf. L1 ED 294 531
New Trends in Television Consumption.
9p. 1mf. L1 ED 294 539
Obstacles to Television Reform in Latin America--A New Look at the Failures.
21p. 1mf. L1 ED 294 537
Public Dimension of Broadcasting: Learning from the Canadian Experience.
47p. 1mf. L1 ED 294 535
Radio Times: The Temporal Arrangements of Broadcasting in the Modern World.
34p. 1mf. L1 ED 294 542
Strategies of TV News Dramatization: An Attempt of Discourse Analysis.
17p. 1mf. L1 ED 294 525
Television and Its Social Effects in China.
14p. 1mf. L1 ED 294 521

(Continued)

Broadcast Industry *(Continued)*
Utopian Elements in the Discourse on Broadcasting in the United States in the 1920s.
32p. 1mf. L1 ED 294 524

Viewer Viewed.
12p. 1mf. L1 ED 294 551

Broadcast Television
When People See News from a Non-Western Perspective: Cable News Network's "World Report."
18p. 1mf. L1 ED 294 238

Budgets
Uniform Budget Manual, North Carolina Public Schools.
62p. 1mf. L1 ED 294 307

Building Design
How the Architectural Research Is Used in Educational Facilities and Design in Japan. Phase II.
33p. 1mf. L1 ED 294 318

Bulimia
Eating Disorders: The Impact on Children and Families. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session (San Francisco, CA, July 31, 1987).
162p. 2mf. L1 ED 294 092

Bureau of the Census
Evaluation of Poverty Indicators. Testimony. Statement of Lois-ellin Datta before the Subcommittee on Census and Population, Committee on Post Office and Civil Service, House of Representatives.
36p. 1mf. L1 ED 294 973

Business Administration
Steps to Starting a Small Business. Student Notebook.
146p. 2mf. L2 ED 294 039

Steps to Starting a Small Business. Teacher Guide. Entrepreneurship Curriculum.
161p. 2mf. L2 ED 294 038

Business Communication
Building Advanced Oral Proficiency Skills for Managers.
22p. 1mf. L1 ED 294 425

Business Education
Business Teacher Education Curriculum Guide. Criteria for Excellence. Designed for the Preparation of Business Teachers at All Levels of Instruction.
89p. 1mf. L2 ED 294 063

Database of Competencies for Business Curriculum Development, K-14.
456p. 5mf. L2 ED 294 064

Seventy-One Trends That May Affect Entrepreneur Education for Future World Markets.
25p. 1mf. L1 ED 294 041

Steps to Starting a Small Business. Student Notebook.
146p. 2mf. L2 ED 294 039

Steps to Starting a Small Business. Teacher Guide. Entrepreneurship Curriculum.
161p. 2mf. L2 ED 294 038

Business Education Teachers
Business Teacher Education Curriculum Guide. Criteria for Excellence. Designed for the Preparation of Business Teachers at All Levels of Instruction.
89p. 1mf. L2 ED 294 063

Business Skills
Database of Competencies for Business Curriculum Development, K-14.
456p. 5mf. L2 ED 294 064

Cable News Network
When People See News from a Non-Western Perspective: Cable News Network's "World Report."
18p. 1mf. L1 ED 294 238

Cable Television
Cable Television and Video Recorders. Preliminary Empirical Findings for the Debate on Complementation or Substitution.
47p. 1mf. L1 ED 294 545

Community Cable Television--Hungarian Perspectives.
33p. 1mf. L1 ED 294 550

California
Collaborative Arrangements.
9p. 1mf. L1 ED 294 956

Conference on English and Mathematics. Proceedings (October 21-23, 1987, Napa, California).
67p. 1mf. L1 ED 294 615

Foreign Language Model Curriculum Standards, Grades Nine Through Twelve. First Edition.
29p. 1mf. L2 ED 294 462

Handbook for Planning an Effective Writing Program: Kindergarten through Grade Twelve. 1986 Edition.
82p. 1mf. L2 ED 294 192

Here They Come: Ready or Not! Report of the School Readiness Task Force.
33p. 1mf. L2 ED 294 697

Literature for All Students: A Sourcebook for Teachers.
237p. 3mf. L2 ED 294 191

Next Challenge in Gifted Education.
3p. 1mf. L1 ED 294 373

Study of Private and Public Sector Vocational Training Programs in California.
98p. 2mf. L1 ED 294 007

California Academic Partnership Program
School/College Partnerships to Enhance Curriculum: A Statewide Qualitative Evaluation.
63p. 1mf. L1 ED 294 928

California Achievement Tests
Maryland Accountability Testing Program Annual Report. School Year 1985-1986.
134p. 2mf. L1 ED 294 884

California State University
Presenting California State University Admission Requirements to Tenth Grade Students: A Pilot Project.
12p. 1mf. L1 ED 294 481

California Writing Project
Practical Ideas for Teaching Writing as a Process. 1987 Edition.
227p. 3mf. L2 ED 294 193

Canada
Actes du colloque: Tendances actuelles de la recherche sur la langue parlee (Conference Presentations: Current Trends in Research on Oral Language).
168p. 2mf. L1 ED 294 460

Charter of Rights and Special Education: Blessing or Curse?
32p. 1mf. L1 ED 294 392

Education of Severely and Profoundly Handicapped Children and Youth: Some Issues That Currently Need To Be Resolved.
15p. 1mf. L1 ED 294 390

Mentally Handicapped Persons and Immigration: A Brief Review.
14p. 1mf. L1 ED 294 365

Post-Secondary Programmes and Services for Exceptional Persons: North American Trends.
14p. 1mf. L1 ED 294 389

Public Dimension of Broadcasting: Learning from the Canadian Experience.
47p. 1mf. L1 ED 294 535

Canadian Charter of Rights and Freedoms
Charter of Rights and Special Education: Blessing or Curse?
32p. 1mf. L1 ED 294 392

Career Choice
Education as a Career.
58p. 1mf. L2 ED 294 848

Effects of Parenthood on the Career Orientation and Job Characteristics of Young Adults. A Rand Note.
36p. 1mf. L2 ED 294 044

Improved Career Decision Making through the Use of Labor Market Information (ICDM) Trainer's Guide. 4th Edition.
206p. 3mf. L1 ED 294 065

Improving Career Development through Counselor Education Programs. Proceedings of the 1985 Counselor Education Career Development Workshop Series.
167p. 2mf. L1 ED 294 059

To Be or Not To Be: When and Why Faculty Decide To Be Faculty.
19p. 1mf. L1 ED 294 502

Career Counseling
Displacement, Outplacement, or Inplacement? Options for Business and Industry.
17p. 1mf. L1 ED 294 125

Education for Employment Initiatives/Cities-in-Schools Program.
14p. 1mf. L1 ED 294 005

Career Development
Improving Career Development through Counselor Education Programs. Proceedings of the 1985 Counselor Education Career Development Workshop Series.
167p. 2mf. L1 ED 294 059

Preparing for Work: Student Workbook and Teacher Guide.
269p. 3mf. L2 ED 294 395

Career Education
Direct Instruction and Affective Learning in Career Education.
18p. 1mf. L1 ED 293 984

Career Exploration
Discover: An Educational Opportunity for Women in Transition.
80p. 1mf. L2 ED 294 086

PREP. Planning to Realize Educational Potential.
85p. 1mf. L1 ED 294 016

Career Guidance
Improving Career Development through Counselor Education Programs. Proceedings of the 1985 Counselor Education Career Development Workshop Series.
167p. 2mf. L1 ED 294 059

Career Ladders
Career Paths in Higher Education Administration.
35p. 1mf. L1 ED 294 506

Career Planning
Advising at UC Davis: A Report of Student Opinions.
23p. 1mf. L1 ED 294 490

Pre-Employment Competencies System.
291p. 4mf. L1 ED 294 051

PREP. Planning to Realize Educational Potential.
85p. 1mf. L1 ED 294 016

Caregivers
"Unidentified Patient" in Home Health Care.
17p. 1mf. L1 ED 294 075

Caregivers and Their Black Elderly Clients.
20p. 1mf. L1 ED 294 130

Caribbean Americans
Caribbean Life in New York City: Sociocultural Dimensions.
383p. 4mf. L2 ED 294 967

Cartography
Community Atlas As an Educational Tool. Community Mapping: Developing a Geographic Perspective.
9p. 1mf. L1 ED 294 795

Case Management
Welfare Reform. Bibliographies of Case Management and Agency/Client Contracting. Fact Sheet for the Chairman, Committee on Governmental Affairs, U.S. Senate.
53p. 1mf. L1 ED 294 976

Case Studies
Accountability and Assessment in American Higher Education: Two Case Studies.
30p. 1mf. L1 ED 294 895

Implications of Non-Specialists Teaching Outside Their Main Subject: A Case Study with Special Reference to the Economics Education 14-16 Project. Research Papers in Economics Education #12.
31p. 1mf. L1 ED 294 781

CAUSE National Conference
Leveraging Information Technology. Proceedings of the CAUSE National Conference (Tarpon Springs, Florida, December 1-4, 1987).
592p. 7mf. L1 ED 294 507

Leveraging Information Technology. Track VI: Hardware/Software Strategies.
90p. 1mf. L1 ED 294 513

Leveraging Information Technology. Track VII: Outstanding Applications.
93p. 1mf. L1 ED 294 514

Leveraging Information Technology. Track II: Innovative Management.
73p. 1mf. L1 ED 294 509

Leveraging Information Technology. Track III: Organizational Issues.
80p. 1mf. L1 ED 294 510

Leveraging Information Technology. Track IV: Support Services.
75p. 1mf. L1 ED 294 511

Leveraging Information Technology. Track V: Communications.
79p. 1mf. L1 ED 294 512

Leveraging Information Technology. Track I: Policy and Planning.
64p. 1mf. L1 ED 294 508

Censorship
How Far Do You Go and How Much Do You Show: Pittsburgh Television News Media and the R. Budd Dwyer Suicide.
18p. 1mf. L1 ED 294 257

Professors Can Be Friends of a Free Press Too.
23p. 1mf. L1 ED 294 177

Census Figures
Evaluation of Poverty Indicators. Testimony. Statement of Lois-ellin Datta before the Subcommittee on Census and Population, Committee on Post Office and Civil Service, House of Representatives.
36p. 1mf. L1 ED 294 973

Certification
Evaluation of Score Interpretive Information from the Perspective of Failed and Passed Test-Takers.
40p. 1mf. L1 ED 294 899

Measures of Public Service: The Past Decade (1977-1986).
21p. 1mf. L1 ED 294 475

Change
Plain Talk About...Aging. Plain Talk Series.
5p. 1mf. L1 ED 294 076

Change Agents
Staff Development for School Change: Growing into Schools of the Future.
22p. 1mf. L1 ED 294 865

Change Strategies
Reforming the Military Health Care System.
131p. 2mf. L1 ED 294 127

Strategies for Excellence: Recommendations for a Productive School Model with Strategies for Achieving the Model. The Final Report of the IASB Committee on Strategies for Excellence.
80p. 1mf. L1 ED 294 298

Characterization
Black Family Imagery and Interactions on Television: A Preliminary Analysis.
21p. 1mf. L1 ED 294 561

Chemistry
Audiotutorial Tapes as Aids to College Chemistry Registrants. Research Report #10-87.
15p. 1mf. L1 ED 294 716

Critical Issues in Two-Year College Chemistry: Report with Recommendations. Report of the 1985 Invitational Education Conference Sponsored by the Society Committee on Education of the American Chemical Society (Chevy Chase, Maryland, November 15-17, 1985).
14p. 1mf. L1 ED 294 597

Chicago Minimum Proficiency Skills Test
Assessing the Construct Validity of a Life Skills Competency Test.
21p. 1mf. L1 ED 294 897

Child Abuse
Developmental Consequences of Child Abuse. Selected Papers Number 52.
23p. 1mf. L1 ED 294 660

Listing of Articles, Books, Films, and Activities for Use in Training Programs for Teachers Regarding Child Abuse and Neglect.
24p. 1mf. L1 ED 294 378

Literature Review of Sexual Abuse.
61p. 1mf. L1 ED 294 085

Long-Term Follow-up Study of Children Developmentally Retarded by Early Environmental Deprivation.
10p. 1mf. L1 ED 294 377

Psychological Abuse in the Schools: An Overview.
22p. 1mf. L1 ED 294 328

Psychological Trauma in the Schools: A Retrospective Study.
18p. 1mf. L1 ED 294 329

Reauthorization of the Child Abuse Prevention and Treatment Act. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, First Session (April 23, 1987).
96p. 1mf. L1 ED 294 081

Child Caregivers
Tutorial Questions in Caretaker Speech.
47p. 1mf. L1 ED 294 461

Child Development
Sensorimotor and Action Development in Autistic Children from Infancy to Early Childhood.
25p. 1mf. L1 ED 294 380

Child Language
Use of Non-Ostensive Words in Varied Linguistic Contexts: A Study of Word Awareness in 6-12 Year Olds.
21p. 1mf. L1 ED 294 446

Child Neglect
Listing of Articles, Books, Films, and Activities for Use in Training Programs for Teachers Regarding Child Abuse and Neglect.
24p. 1mf. L1 ED 294 378

Reauthorization of the Child Abuse Prevention and Treatment Act. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, First Session (April 23, 1987).
96p. 1mf. L1 ED 294 081

Child Welfare
What about the Children? The Threat of Nuclear War and Our Responsibility To Preserve This Planet for Future Generations. Samantha Smith Edition.
23p. 1mf. L1 ED 294 811

Childhood Needs
Children's Free Play: What Has Happened to It?
14p. 1mf. L1 ED 294 656

Children
Adjustment Experience of Chinese Immigrant Children in New York City.
272p. 3mf. L2 ED 294 966

Australian Children's Thinking about Death: A Sydney-Based Study. Selected Papers Number 49.
21p. 1mf. L1 ED 294 657

Children and Family Breakdown. Report on a WHO Meeting (Kiel, West Germany, December 4-7, 1984). EURO Reports and Studies 101.
64p. 1mf. L2 ED 294 088

Children's Mental Health: Promising Responses to Neglected Problems. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session.
242p. 3mf. L1 ED 294 117

Depression and Suicide in Childhood. January 1983 through April 1987. National Library of Medicine Literature Search No. 87-5.
18p. 1mf. L1 ED 294 097

Generation in Jeopardy: Children and AIDS. A Report of the Select Committee on Children, Youth, and Families. U.S. House of Representatives, One Hundredth Congress, First Session (December 1987).
184p. 2mf. L1 ED 294 082

Helping Your Child Learn at School: How Parents Support Good Study Habits in the Home.
15p. 1mf. L1 ED 294 651

Childrens Games
Children's Games: Resources for International Understanding.
22p. 1mf. L1 ED 294 684

Childrens Literature
Beyond the ABC: Toward a Rhetoric of Children's Literature and Reading.
19p. 1mf. L1 ED 294 154

Cultural Bias in Children's Storybooks: Implications for Education.
22p. 1mf. L1 ED 294 943

Directory of Curriculum Materials Centers. 2nd Edition.
197p. 3mf. L2 ED 294 588

Handbook for Using Movable Action Books.
34p. 1mf. L1 ED 294 162

Integrating the Language Arts: Alternatives and Strategies Using Trade Books as Models for Student Writing.
8p. 1mf. L1 ED 294 210

Literature: Hawaii English Program.
50p. 1mf. L1 ED 294 241

Notable Canadian Children's Books, 1984 Supplement = Un Choix de Livres Canadiens pour la Jeunesse, Supplement 1984.
50p. 1mf. L1 ED 294 591

Science, Technology and Society as Experienced through Children's Literature.
15p. 1mf. L1 ED 294 141

Using Literature To Teach in All Curriculum Areas K-3.
69p. 1mf. L1 ED 294 694

Using the Outdoors To Teach Language Arts.
96p. 1mf. L1 ED 294 705

Childrens Television
Social Nature of Children's Television Viewing.
30p. 1mf. L1 ED 294 533

Chile
Education of the Televiewer in Chile.
32p. 1mf. L1 ED 294 538

China
China: Issues and Prospects in Education. Annex 1 to China, Long-Term Development Issues and Options. A World Bank Country Study.
99p. 2mf. L2 ED 294 830

Loud Thunder, Small Raindrops: The Reform Movement and the Press in China.
28p. 1mf. L1 ED 294 224

Short-Term Education in the People's Republic of China.
10p. 1mf. L1 ED 294 646

Teaching about China in Secondary Schools in Western Europe: Report. Proceedings of the European Teachers' Seminar (22nd, Donaueschingen, West Germany, November 7-12, 1983).
33p. 1mf. L1 ED 294 801

Television and Its Social Effects in China.
14p. 1mf. L1 ED 294 521

China (Beijing)
Attitudes of Young People in China to Family Formation. A Study in Urban and Rural Areas in Beijing and Sichuan.
123p. 2mf. L2 ED 294 700

China (Sichuan)
Attitudes of Young People in China to Family Formation. A Study in Urban and Rural Areas in Beijing and Sichuan.
123p. 2mf. L2 ED 294 700

Chinatowns
Adjustment Experience of Chinese Immigrant Children in New York City.
272p. 3mf. L2 ED 294 966

Chinese Americans
Adjustment Experience of Chinese Immigrant Children in New York City.
272p. 3mf. L2 ED 294 966

Chinese Culture
Attitudes of Young People in China to Family Formation. A Study in Urban and Rural Areas in Beijing and Sichuan.
123p. 2mf. L2 ED 294 700

Teaching about China in Secondary Schools in Western Europe: Report. Proceedings of the European Teachers' Seminar (22nd, Donaueschingen, West Germany, November 7-12, 1983).
33p. 1mf. L1 ED 294 801

Chlordimeform
Losing Chlordimeform Use in Cotton Production. Its Effects on the Economy and Pest Resistance. Agricultural Economic Report Number 587.
36p. 1mf. L1 ED 294 030

Choropleth Maps
Community Atlas As an Educational Tool. Community Mapping: Developing a Geographic Perspective.
9p. 1mf. L1 ED 294 795

Ciluba
Ciluba. Livre du formateur (Ciluba. Teacher's Manual).
192p. 2mf. L1 ED 294 441

Circle Time
First the Look and Then the Sound: Creating Conversations at Circle Time.
44p. 1mf. L1 ED 294 689

Citations (References)
Inventions and Inventors. LC Science Tracer Bullet.
14p. 1mf. L1 ED 294 731

Cities in Schools
Education for Employment Initiatives/Cities-in-Schools Program.
14p. 1mf. L1 ED 294 005

Citizen Participation
Citizen Evaluation in Practice: A Casebook on Citizen Evaluation of Mental Health and Other Services.
170p. 2mf. L1 ED 294 091

Citizenship
Becoming a U.S. Citizen: Lessons on Naturalization.
12p. 1mf. L1 ED 294 772

Citizenship Education
Becoming a U.S. Citizen: Lessons on Naturalization.
12p. 1mf. L1 ED 294 772

Education for Democratic Work and Citizenship: Building Bridges to Organized Labor.
21p. 1mf. L1 ED 294 783

Manual for the 3 Rs: Reading, Reflecting and Reacting. Instructional Model.
77p. 1mf. L1 ED 294 159

City University of New York Hostos Communit
Talking and Writing across the Curriculum: A Tutorial Model for Adult ESL Students in Content Courses.
35p. 1mf. L1 ED 294 195

Civil Liberties
Freedom of Expression and Government Employees: A Traditional Point of View.
31p. 1mf. L1 ED 294 280

Freedom of Speech: Where To Draw the Line. National Issues Forums.
42p. 1mf. L1 ED 294 786

Model Curriculum for Human Rights and Genocide.
73p. 1mf. L2 ED 294 825

Civil Rights
Abuses in Guardianship of the Elderly and Infirm: A National Disgrace. A Report by the Chairman of the Subcommittee on Health and Long-Term Care of the Select Committee on Aging. House of Representatives, One Hundredth Congress, First Session.
95p. 1mf. L1 ED 294 080

Address of Wm. Bradford Reynolds.
11p. 1mf. L1 ED 294 381

Charter of Rights and Special Education: Blessing or Curse?
32p. 1mf. L1 ED 294 392

Freedom of Speech: Where To Draw the Line. National Issues Forums.
42p. 1mf. L1 ED 294 786

Integration in Italy: A Dynamic Movement.
15p. 1mf. L1 ED 294 341

Model Curriculum for Human Rights and Genocide.
73p. 1mf. L2 ED 294 825

Civil War (United States)
Civil War and Iowa.
33p. 1mf. L1 ED 294 787

Civilian Conservation Corps
Alaska Native Participation in the Civilian Conservation Corps. Alaska Historical Commission Studies in History No. 206.
54p. 1mf. L1 ED 294 702

Class Activities
Dance for Young Children. Finding the Magic in Movement.
173p. 2mf. L2 ED 294 866

Effect of Parent Involvement in Classroom Activities on Parents' and Children's Attitude toward School.
13p. 1mf. L1 ED 294 667

Essential Skills: Reading Activities.
150p. 2mf. L1 ED 294 148

Essential Skills: Writing Activities.
76p. 1mf. L1 ED 294 227

Meeting the Needs of Learning Disabled Preschoolers: Suggestions for Classroom Activities.
16p. 1mf. L1 ED 294 336

We've Got the "HOTS" for Foreign Languages: Higher Order Thinking Skills.
20p. 1mf. L1 ED 294 641

Class Organization
Improving the Teaching of Science: An Overview of Recent Research.
15p. 1mf. L1 ED 294 294

Class Size
Effectiveness of Computer-Assisted Instruction, Cooperative Learning, Peer Tutoring, and Class Size on Academic Achievement: A Review.
14p. 1mf. L1 ED 294 297

Classical Rhetoric
Definition, Development, Direction: The Course in Classical Rhetoric.
11p. 1mf. L1 ED 294 214

Classification
Taxonomy of Pretend Play Activity with Some Implications for Literacy Development.
43p. 1mf. L1 ED 294 696

Classroom Communication
Classroom as an Unnatural Setting. A Study of Oracy in Elementary French Immersion Classes in Ontario.
34p. 1mf. L1 ED 294 433

Communication in the Modern Languages Classroom.
316p. mf. L3 ED 294 435

Dimensions of Talk in Peer Groups: Negotiating Control in Writing Group Conversation.
15p. 1mf. L1 ED 294 232

Discovering All the Available Means for Computer Assisted Instruction: Adapting Available University Facilities for the Small to Medium-Sized Course.
22p. 1mf. L1 ED 294 284

Five Tips To Improve Teaching. Research in Brief.
3p. 1mf. L1 ED 294 863

Renegotiating Vocational Instruction.
29p. 1mf. L1 ED 294 009

Classroom Environment
Building a Research-Based Model Science Teacher Education Program.
5p. 1mf. L1 ED 294 723

Classroom as an Unnatural Setting. A Study of Oracy in Elementary French Immersion Classes in Ontario.
34p. 1mf. L1 ED 294 433

Development of the Writer's Ethos in Collaborative Learning.
13p. 1mf. L1 ED 294 230

Developmental Approach to Kindergarten: Profile of an Expert Teacher.
34p. 1mf. L1 ED 294 679

First Language/Second Language: Acquisition, Writing, and Cognitive Development.
14p. 1mf. L1 ED 294 203

Research on Psychosocial Environment Evaluation at University Classrooms: Adaptation of C.U.C.E.I. to the Spanish Educational Context.
15p. 1mf. L1 ED 294 913

Social Constructionism and Collaborative Learning: Recommendations for Teaching Writing.
15p. 1mf. L1 ED 294 201

Toward a Model Science Teacher Education Program.
9p. 1mf. L1 ED 294 722

Classroom Research
Educational Practitioners: Absent Voices in the Building of Educational Theory.
39p. 1mf. L1 ED 294 861

Evaluation Processes in Schools and Classrooms. Report No. 12. May, 1987.
98p. 2mf. L1 ED 294 890

Classroom Techniques
Business Teacher Education Curriculum Guide. Criteria for Excellence. Designed for the Preparation of Business Teachers at All Levels of Instruction.
89p. 1mf. L2 ED 294 063

Developmental Approach to Kindergarten: Profile of an Expert Teacher.
34p. 1mf. L1 ED 294 679

First the Look and Then the Sound: Creating Conversations at Circle Time.
44p. 1mf. L1 ED 294 689

Guidelines for Teaching Keyboarding.
16p. 1mf. L1 ED 294 014

Knowledge Which Underpins the Craft of Teaching.
17p. 1mf. L1 ED 294 872

Meeting the Needs of Learning Disabled Preschoolers: Suggestions for Classroom Activities.
16p. 1mf. L1 ED 294 336

Renegotiating Vocational Instruction.
29p. 1mf. L1 ED 294 009

Teaching Critical Reading in the Content Areas. Techniques.
4p. 1mf. L1 ED 294 034

Using Public-Speaking Skills for Teaching Improvement in the Classroom.
20p. 1mf. L1 ED 294 259

What Can Be Learnt from Teaching Children?
10p. 1mf. L1 ED 294 447

Clergy
Views of Retirement by Active and Retired Protestant Ministers.
17p. 1mf. L1 ED 294 128

Client Characteristics (Human Services)
Counseling for the Counselor: A National Survey.
28p. 1mf. L1 ED 294 133

Dealing with Clients Affected by AIDS: A Videotape and Discussion Model for Counselor Education.
26p. 1mf. L1 ED 294 132

Clinical Diagnosis
Assessment and Treatment of Persons with Concurrent Substance Abuse and Other Psychopathology: The Importance of Problem Interactions.
47p. 1mf. L1 ED 294 123

Differential Diagnosis of Alzheimer's and Other Dementing Diseases. January 1983 through June 1987. National Library of Medicine Literature Search No. 87-6.
48p. 1mf. L1 ED 294 096

Cloze Procedure
Assessing Reading Skills in an F.E. College.
7p. 1mf. L1 ED 294 061

Cognitive Ability
Direct Instruction and Affective Learning in Career Education.
18p. 1mf. L1 ED 293 984

How and Why Do We Change Our Plans?
9p. 1mf. L1 ED 294 666

Improving Preschoolers' Recognition Memory for Faces with Orienting Information.
11p. 1mf. L1 ED 294 671

Cognitive Demands
Parental Distancing Strategies and Children's Fantasy Play.
20p. 1mf. L1 ED 294 668

Cognitive Development
Building a Research-Based Model Science Teacher Education Program.
5p. 1mf. L1 ED 294 723

Children's Conceptions of Plants as Living Things.
18p. 1mf. L1 ED 294 732

Evaluation of Integrating Literature in the Composition Class.
10p. 1mf. L1 ED 294 239

Is Teaching Also a Moral Craft for Secondary School Teachers? Cognitive and Emotional Processes of Student Teachers in Professional Development During Teacher Education.
35p. 1mf. L1 ED 294 875

Long-Term Follow-up Study of Children Developmentally Retarded by Early Environmental Deprivation.
10p. 1mf. L1 ED 294 377

Re-Reading Ong: Literacy and Social Change.
14p. 1mf. L1 ED 294 216

Research on Cognitive Effects of Non-Educational TV: An Epistemological Discussion.
55p. 1mf. L1 ED 294 534

Teachers Learning from Experiences of Teaching: Analyses Based on Metaphor and Reflection.
18p. 1mf. L1 ED 294 859

Toward a Model Science Teacher Education Program.
9p. 1mf. L1 ED 294 722

van Hiele Model of Thinking in Geometry among Adolescents. Journal for Research in Mathematics Education Monograph Number 3.
195p. mf. L3 ED 294 770

Cognitive Processes
Attitudinal Flexibility and Intellectual Functioning in the Elderly.
30p. 1mf. L1 ED 294 107

Can Cognitive Theory Help Us Teach Physics?
40p. 1mf. L1 ED 294 768

Cognitive Dimension--"Edge of Darkness."
21p. 1mf. L1 ED 294 529

Gender Differences in Verbal Ability: A Meta-Analysis.
75p. 1mf. L1 ED 294 919

How and Why Do We Change Our Plans?
9p. 1mf. L1 ED 294 666

(Continued)

Cognitive Processes (Continued)

Problem Solving: Learning from Experts and Novices.
11p. 1mf. L1 ED 294 752

Reading and Writing as Ways of Knowing and Learning. Technical Report No. 423.
19p. 1mf. L1 ED 294 136

Relation between Problem Categorization and Problem Solving among Novices and Experts.
27p. 1mf. L1 ED 294 753

Cognitive Structures

Knowledge Structures: Where Can We Find Them?
13p. 1mf. L1 ED 294 922

Cognitive Style

Curriculum Design: Nurse Educator's Role in Managing and Utilizing Various Teaching Methodologies.
55p. 1mf. L1 ED 294 474

Head and Hand: An Action Approach to Thinking. Occasional Paper No. 3.
20p. 1mf. L1 ED 293 999

Cognitive Tests

Brain Research: The Necessity for Separating Sites, Actions and Functions.
9p. 1mf. L1 ED 294 374

Cohort Analysis

Inherent Impact of Non-Promoted Students on Reading Scores in a Big City Elementary School.
14p. 1mf. L1 ED 294 941

Collaborative Learning

Development of the Writer's Ethos in Collaborative Learning.
13p. 1mf. L1 ED 294 230

Social Constructionism and Collaborative Learning: Recommendations for Teaching Writing.
15p. 1mf. L1 ED 294 201

Collaborative Writing

Collaboration with Basic Writers in the Composition Classroom.
16p. 1mf. L1 ED 294 220

Collaborative Strategies for Teaching Composition: Theory and Practice.
14p. 1mf. L1 ED 294 221

Collaboratives

Collaborative Arrangements.
9p. 1mf. L1 ED 294 956

Developing Effective Instructional Programs.
26p. 1mf. L1 ED 294 950

Helping Limited English Proficient Students Succeed.
14p. 1mf. L1 ED 294 953

Making Schools Work for Underachieving Minority Students: Next Steps for Research, Policy and Practice. Report on Local Activities. Proceedings of the Conference (Los Angeles, California, June 25-26, 1987).
323p. 4mf. L1 ED 294 948

Our National Dilemma.
40p. 1mf. L1 ED 294 949

Preparing Students for Success at the Postsecondary Level.
24p. 1mf. L1 ED 294 952

Reducing Dropouts.
41p. 1mf. L1 ED 294 951

Collective Bargaining

Agreement between Rhode Island Board of Governors for Higher Education and Community College of Rhode Island Faculty Association (NEA/CCRIFA), 1985-1987 and 1987-90.
92p. 1mf. L1 ED 294 611

Agreement between the Massachusetts Board of Regents of Higher Education for the Massachusetts Regional Community Colleges and the Massachusetts Community College Council/Massachusettes Teachers Association, an Affiliate of the National Education Association for Academic Years 1983-84 to 1985-86 and 1986-87 to 1988-89.
140p. 2mf. L1 ED 294 604

Community College Agreement between the Alaska Community Colleges' Federation of Teachers Local 2404, AFT, and the University of Alaska, April 1, 1984-March 31, 1987.
92p. 1mf. L1 ED 294 598

Employee Contract between State of Minnesota/Minnesota State Board for Community Colleges and Minnesota Community College Faculty Association, 1985-87.
88p. 1mf. L1 ED 294 605

Faculty Personnel Policy Statement Adopted by the Board of Governors of the Pima County Community College District, State of Arizona, for 1987-88.
103p. 2mf. L1 ED 294 599

Master Agreement between Dawson Community College Board of Trustees and Glendive Federation of Teachers, Local No. 3402, American Federation of Teachers, AFL-CIO, for 1986-87.
13p. 1mf. L1 ED 294 606

Selected Collective Bargaining Agreements of Wisconsin Two-Year Colleges.
791p. 9mf. L1 ED 294 613

Selected Collective Bargaining Agreements of Washington Two-Year Colleges.
1050p. 11mf. L1 ED 294 612

Selected Collective Bargaining Agreements of Ohio Two-Year Colleges.
385p. 5mf. L1 ED 294 609

Selected Collective Bargaining Agreements of Oregon Two-Year Colleges.
554p. 6mf. L1 ED 294 610

Selected Collective Bargaining Agreements of Pennsylvania Two-Year Colleges.
765p. 8mf. L1 ED 294 608

Selected Collective Bargaining Agreements of Nebraska Two-Year Colleges.
164p. 2mf. L1 ED 294 607

Selected Collective Bargaining Agreements of Maryland Two-Year Colleges.
98p. 2mf. L1 ED 294 603

Selected Collective Bargaining Agreements of Iowa Two-Year Colleges.
366p. 4mf. L1 ED 294 601

Selected Collective Bargaining Agreements of Kansas Two-Year Colleges.
363p. 4mf. L1 ED 294 602

Selected Collective Bargaining Agreements of Florida Two-Year Colleges.
502p. 6mf. L1 ED 294 600

Seven S Framework and Its Use as an Assessment Tool.
17p. 1mf. L1 ED 294 620

Unionization Among College Faculty--1988.
12p. 1mf. L2 ED 294 488

VTI Board of Trustees Agreement with Maine Teachers Association VTI Faculty Unit, 1986-1987 and 1987-1989.
72p. 1mf. L1 ED 294 644

College Administration

Career Paths in Higher Education Administration.
35p. 1mf. L1 ED 294 506

Key Resources on Higher Education Governance, Management, and Leadership. A Guide to the Literature.
515p. mf. L3 ED 294 479

Legal Issues Affecting Faculty and Administration in Higher Education.
20p. 1mf. L1 ED 294 466

Leveraging Information Technology. Proceedings of the CAUSE National Conference (Tarpon Springs, Florida, December 1-4, 1987).
592p. 7mf. L1 ED 294 507

Leveraging Information Technology. Track VII: Outstanding Applications.
93p. 1mf. L1 ED 294 514

Leveraging Information Technology. Track V: Communications.
79p. 1mf. L1 ED 294 512

Leveraging Information Technology. Track III: Organizational Issues.
80p. 1mf. L1 ED 294 510

Leveraging Information Technology. Track IV: Support Services.
75p. 1mf. L1 ED 294 511

Leveraging Information Technology. Track I: Policy and Planning.
64p. 1mf. L1 ED 294 508

Organizational Policy: Where It Comes From, What It Does.
16p. 1mf. L1 ED 294 621

Planning the Future: Report of the Regents on the Future of The University of Wisconsin System.
61p. 1mf. L1 ED 294 483

Seven S Framework and Its Use as an Assessment Tool.
17p. 1mf. L1 ED 294 620

College Admission

Enrollment Management: A Key to Student Success.
38p. 1mf. L1 ED 294 636

Presenting California State University Admission Requirements to Tenth Grade Students: A Pilot Project.
12p. 1mf. L1 ED 294 481

Short-Term Education in the People's Republic of China.
10p. 1mf. L1 ED 294 646

College Athletics

Student-Athlete in the Classroom: Developmental Issues Affecting College Athletes and Their Impact on Academic Motivation and Performance.
24p. 1mf. L1 ED 294 617

College Attendance

Post-Secondary Programmes and Services for Exceptional Persons: North American Trends.
14p. 1mf. L1 ED 294 389

College English

Integrating Reading, Writing, and Learning Theory: A Method to Our Madness.
12p. 1mf. L1 ED 294 166

Writing, Literature, and General Education.
15p. 1mf. L1 ED 294 198

College Environment

Research on Psychosocial Environment Evaluation at University Classrooms: Adaptation of C.U.C.E.I. to the Spanish Educational Context.
15p. 1mf. L1 ED 294 913

College Faculty

Agreement between Rhode Island Board of Governors for Higher Education and Community College of Rhode Island Faculty Association (NEA/CCRIFA), 1985-1987 and 1987-90.
92p. 1mf. L1 ED 294 611

Agreement between the Massachusetts Board of Regents of Higher Education for the Massachusetts Regional Community Colleges and the Massachusetts Community College Council/Massachusettes Teachers Association, an Affiliate of the National Education Association for Academic Years 1983-84 to 1985-86 and 1986-87 to 1988-89.
140p. 2mf. L1 ED 294 604

Bowie State College Teaching Faculty's Attitudes toward Public Education.
31p. 1mf. L1 ED 294 862

Community College Agreement between the Alaska Community Colleges' Federation of Teachers Local 2404, AFT, and the University of Alaska, April 1, 1984-March 31, 1987.
92p. 1mf. L1 ED 294 598

Employee Contract between State of Minnesota/Minnesota State Board for Community Colleges and Minnesota Community College Faculty Association, 1985-87.
88p. 1mf. L1 ED 294 605

Faculty Personnel Policy Statement Adopted by the Board of Governors of the Pima County Community College District, State of Arizona, for 1987-88.
103p. 2mf. L1 ED 294 599

Faculty Who Teach Collegiate Courses.
13p. 1mf. L1 ED 294 635

Graying of the Professoriate. Occasional Paper No. 9.
21p. 1mf. L1 ED 294 465

Master Agreement between Dawson Community College Board of Trustees and Glendive Federation of Teachers, Local No. 3402, American Federation of Teachers, AFL-CIO, for 1986-87.
13p. 1mf. L1 ED 294 606

Music Faculty and the Achievement of Status in the University Environment.
13p. 1mf. L1 ED 294 476

Part-time, Temporary & Nontenure Track Faculty Appointments. Report and Recommendations.
19p. 1mf. L2 ED 294 477

Promoting Faculty-Student Interaction in Residence Life. A Presentation of Information and Ideas.
30p. 1mf. L1 ED 294 109

Research on the Effects of Rewards: Implications for Annual Merit Pay.
11p. 1mf. L1 ED 294 854

Selected Collective Bargaining Agreements of Wisconsin Two-Year Colleges.
791p. 9mf. L1 ED 294 613

Selected Collective Bargaining Agreements of Washington Two-Year Colleges.
1050p. 11mf. L1 ED 294 612

Selected Collective Bargaining Agreements of Oregon Two-Year Colleges.
554p. 6mf. L1 ED 294 610

Selected Collective Bargaining Agreements of Ohio Two-Year Colleges.
385p. 5mf. L1 ED 294 609

Selected Collective Bargaining Agreements of Pennsylvania Two-Year Colleges.
765p. 8mf. L1 ED 294 608

Selected Collective Bargaining Agreements of Nebraska Two-Year Colleges.
164p. 2mf. L1 ED 294 607

Selected Collective Bargaining Agreements of Maryland Two-Year Colleges.
98p. 2mf. L1 ED 294 603

Selected Collective Bargaining Agreements of Kansas Two-Year Colleges.
363p. 4mf. L1 ED 294 602

Selected Collective Bargaining Agreements of Iowa Two-Year Colleges.
366p. 4mf. L1 ED 294 601

Selected Collective Bargaining Agreements of Florida Two-Year Colleges.
502p. 6mf. L1 ED 294 600

To Be or Not To Be: When and Why Faculty Decide To Be Faculty.
19p. 1mf. L1 ED 294 502

VTI Board of Trustees Agreement with Maine Teachers Association VTI Faculty Unit, 1986-1987 and 1987-1989.
72p. 1mf. L1 ED 294 644

College Freshmen

Comparison of White and Black Student Academic Success Using Noncognitive Variables: A LISREL Analysis. Research Report #6-87.
34p. 1mf. L1 ED 294 878

Freshmen Sexual Attitudes and Behaviors Over a 15-Year Period. Research Report #20-87.
28p. 1mf. L1 ED 294 121

Initial Effects of Word Processing on Writing Quality and Writing Anxiety of Freshman Writers.
33p. 1mf. L1 ED 294 217

MAA Placement Test Newsletter. 1978-87.
148p. 2mf. L1 ED 294 743

College Graduates

Analysis of the Comparability of Teacher Salaries to the Earnings of Other College Graduates in the Southeast. 1987 Update. Research Report 07-010.
42p. 1mf. L1 ED 294 851

College Housing

Trends in Tuition and Other Basic Student Charges, 1963-64 through 1987-88 with Typical Student Costs, 1980-81 through 1987-88. State University of New York. Report No. 19-88.
159p. 2mf. L1 ED 294 492

College Instruction

Legal Issues Affecting Faculty and Administration in Higher Education.
20p. 1mf. L1 ED 294 466

College Mathematics

Conference on English and Mathematics. Proceedings (October 21-23, 1987, Napa, California).
67p. 1mf. L1 ED 294 615

MAA Placement Test Newsletter. 1978-87.
148p. 2mf. L1 ED 294 743

Problem-Solving Research with Computers.
32p. 1mf. L1 ED 294 760

Toward a Scientific Practice of Mathematics Education.
28p. 1mf. L1 ED 294 747

TPIXIE: A Computer Program To Teach Diagnosis of Algebra Errors. An Interim Report.
28p. 1mf. L1 ED 294 733

College Outcomes Assessment

Assessment: Fad or Fact of Life? Proceedings of the North East Association for Institutional Research Annual Conference (14th, Rochester, New York, October 25-27, 1987).
294p. 4mf. L1 ED 294 494

Student Outcomes Assessment Survey 1987-88.
31p. 1mf. L1 ED 294 487

College Planning

Leveraging Information Technology. Track I: Policy and Planning.
64p. 1mf. L1 ED 294 508

Strategic Planning and Leadership in Continuing Education: Enhancing Organizational Vitality, Responsiveness, and Identity. Jossey-Bass Higher Education Series.
247p. mf. L3 ED 294 498

University of Wyoming Centennial Committees. Report to the Trustees, October 1987.
219p. 3mf. L1 ED 294 500

College Preparation

Assessment of the Tennessee Statewide School-College Collaborative for Educational Excellence: The Middle College High School.
32p. 1mf. L1 ED 294 637

Presenting California State University Admission Requirements to Tenth Grade Students: A Pilot Project.
12p. 1mf. L1 ED 294 481

School/College Partnerships to Enhance Curriculum: A Statewide Qualitative Evaluation.
63p. 1mf. L1 ED 294 928

College Programs

Higher Education in Partnership with Industry.
365p. mf. L3 ED 294 482

Institutional Characteristics of Colleges and Universities. Higher Education General Information Survey (HEGIS) machine-readable data file .
93p. 1mf. L3 ED 294 515

Promoting Faculty-Student Interaction in Residence Life. A Presentation of Information and Ideas.
30p. 1mf. L1 ED 294 109

Quality in Continuing Education: Principles, Practices, and Standards for Colleges and Universities. Jossey-Bass Higher Education Series.
195p. mf. L3 ED 294 499

Quality of Life in Writing Program Administration.
11p. 1mf. L1 ED 294 197

College Role

Faculty Who Teach Collegiate Courses.
13p. 1mf. L1 ED 294 635

College School Cooperation

Albuquerque Public Schools/University of New Mexico Administrative Internship Program: A Unique Response to Today's Realities.
23p. 1mf. L1 ED 294 295

Articulation Models and Systems: High School to Community Colleges and Community Colleges to Four Year Institutions.
29p. 1mf. L1 ED 294 628

Assessment of the Tennessee Statewide School-College Collaborative for Educational Excellence: The Middle College High School.
32p. 1mf. L1 ED 294 637

Essential Ingredients: Cooperation between Universities and School Districts on Staff Development. Occasional Paper No. 16.
12p. 1mf. L1 ED 294 838

Presenting California State University Admission Requirements to Tenth Grade Students: A Pilot Project.
12p. 1mf. L1 ED 294 481

Some Promising Endeavors in School-Univerity Collaboration: Collaborative Research and Collaborative Supervision in the University of New Hampshire Five-Year Program.
11p. 1mf. L1 ED 294 835

Teachers' Thinking about Students' Thinking about Geometry: The Effects of New Teaching Tools. Technical Report 88-1.
38p. 1mf. L1 ED 294 724

College Science

Building a Research-Based Model Science Teacher Education Program.
5p. 1mf. L1 ED 294 723

Can Cognitive Theory Help Us Teach Physics?
40p. 1mf. L1 ED 294 768

Certech--The Secondary-Tertiary Student Flow 1979-1986; and the Implications for a Changing Economy.
41p. 1mf. L1 ED 294 741

Critical Issues in Two-Year College Chemistry: Report with Recommendations. Report of the 1985 Invitational Education Conference Sponsored by the Society Committee on Education of the American Chemical Society (Chevy Chase, Maryland, November 15-17, 1985).
14p. 1mf. L1 ED 294 597

Educating Scientists and Engineers: Grade School to Grad School.
138p. 2mf. L1 ED 294 762

Perceptions of Research Scientists and Science Educators Regarding Science Education: Call for Synergy.
23p. 1mf. L1 ED 294 737

Problem Solving: Learning from Experts and Novices.
11p. 1mf. L1 ED 294 752

Promoting Expert-Like Behavior among Beginning Physics Students.
48p. 1mf. L1 ED 294 751

Relation between Problem Categorization and Problem Solving among Novices and Experts.
27p. 1mf. L1 ED 294 753

Science & Engineering Indicators--1987.
382p. 4mf. L1 ED 294 746

Science and Higher Education in Korea.
22p. 1mf. L1 ED 294 501

State of U.S. Science and Engineering. A View from the National Science Board.
6p. 1mf. L1 ED 294 748

Technicians, Education and Equity--With the Benefit of Foresight?
37p. 1mf. L1 ED 294 740

Toward a Model Science Teacher Education Program.
9p. 1mf. L1 ED 294 722

U.S. Scientists and Engineers: 1982, Volume 2. Surveys of Science Resources Series.
111p. 2mf. L1 ED 294 767

College Second Language Programs

We've Got the "HOTS" for Foreign Languages: Higher Order Thinking Skills.
20p. 1mf. L1 ED 294 641

College Students

Advising at UC Davis: A Report of Student Opinions.
23p. 1mf. L1 ED 294 490

Connecticut's Pilot Programs for College Students with Learning Disabilities: Final Report.
85p. 1mf. L1 ED 294 363

Cooperative Education.
20p. 1mf. L2 ED 293 998

Effects of Native Language Inferencing Ability in English for Specific Purposes.
20p. 1mf. L1 ED 294 456

Homework: Suggestions for Educators.
11p. 1mf. L1 ED 294 504

Introductory Psychology Class: What Students Want To Know.
15p. 1mf. L1 ED 294 495

Longitudinal Study of Student Retention at an Urban Commuter University.
34p. 1mf. L1 ED 294 496

Preliminary Study of Perceived Discrimination and Prejudices of College Students.
21p. 1mf. L1 ED 294 489

Promoting Faculty-Student Interaction in Residence Life. A Presentation of Information and Ideas.
30p. 1mf. L1 ED 294 109

Report by the Board of Regents to the Governor and the Legislature on the Aid for Part-Time Study Program: 1987. The Third Year.
19p. 1mf. L1 ED 294 505

Retention Data Collection: Problems, Uses, and Suggested Methodology.
7p. 1mf. L1 ED 294 493

Successful Learning: Strategies for College and University Students.
138p. 2mf. L1 ED 294 102

College Transfer Students

Analysis of Student Transfer and Persistence.
32p. 1mf. L1 ED 294 630

Bakersfield College Transfer Study Data.
30p. 1mf. L1 ED 294 625

Technical Report on the Urban Community College Transfer Opportunity Program.
13p. 1mf. L1 ED 294 633

College University Classroom Environment In

Research on Psychosocial Environment Evaluation at University Classrooms: Adaptation of C.U.C.E.I. to the Spanish Educational Context.
15p. 1mf. L1 ED 294 913

Commercial Television

Adspots and Green Eyes: 'National' Identity in Irish TV Commercials and Other 'Marginal' Areas of Irish Television.
21p. 1mf. L1 ED 294 526

Black Family Imagery and Interactions on Television: A Preliminary Analysis.
21p. 1mf. L1 ED 294 561

Education of the Televiewer in Chile.
32p. 1mf. L1 ED 294 538

Obstacles to Television Reform in Latin America--A New Look at the Failures.
21p. 1mf. L1 ED 294 537

Research on Cognitive Effects of Non-Educational TV: An Epistemological Discussion.
55p. 1mf. L1 ED 294 534

Commitment

Alienation and Commitment of Students and Teachers in Urban High Schools.
36p. 1mf. L1 ED 294 959

Communication (Thought Transfer)

How To Help Your Child as a Learner. Selected Papers Number 51.
24p. 1mf. L1 ED 294 659

Liberal Arts and the Communication and Aging Course: Infusing a Tradition with an 'Old/New' Twist.
7p. 1mf. L1 ED 294 279

Social Nature of Children's Television Viewing.
30p. 1mf. L1 ED 294 533

Communication Aids (for Disabled)

Developing Auditory Skills: Program Manual and Systematic Lessons. Revised.
134p. 2mf. L2 ED 294 400

Communication Apprehension

Applied Self-Statement Modification and Applied Modified Desensitization in the Treatment of Speech Anxiety: The Synergy Hypothesis.
260p. 3mf. L1 ED 294 252

Communication Apprehension and Willingness To Communicate as Related to Perceptions of Communication Competence.
26p. 1mf. L1 ED 294 281

Communication Skills

Communicative Abilities of Disabled and Nondisabled Children.
38p. 1mf. L1 ED 294 385

Current Issues in Language Disorders.
31p. 1mf. L1 ED 294 384

Communication Strategies

Small College Faculty Recruitment: Communication Strategies.
18p. 1mf. L1 ED 294 278

Women and Communicative Power: Theory, Research, and Practice.
132p. 2mf. L1 ED 294 263

Communication Styles

Cross-Disciplinary Dialogue on the Effects of Gender Stereotypical Speech Style in a Management Setting.
33p. 1mf. L1 ED 294 272

Communications

Communications Systems, Grade 9-10. Technology Education Course Guide.
66p. 1mf. L1 ED 294 286

Integration of Theory and Production in Undergraduate Communication Programs.
9p. 1mf. L1 ED 294 256

New Media and Old: Education's Response in Three European Countries.
38p. 1mf. L1 ED 294 541

Socializing Audiences--or Television? On Theory and Practice of Media Socialization in Yugoslavia.
30p. 1mf. L1 ED 294 547

Communications Curriculum

Integration of Theory and Production in Undergraduate Communication Programs.
9p. 1mf. L1 ED 294 256

Communicative Approach

Communication in the Modern Languages Classroom.
316p. mf. L3 ED 294 435

Communicative Competence (Languages)

Ciluba. Livre du formateur (Ciluba. Teacher's Manual).
192p. 2mf. L1 ED 294 441

Communication in the Modern Languages Classroom.
316p. mf. L3 ED 294 435

How To Teach Literature in EFL/ESL Classes.
9p. 1mf. L1 ED 294 455

Kikongo. Livre du formateur (Kikongo. Teacher's Manual).
194p. 3mf. L1 ED 294 442

Lingala. Livre du formateur (Lingala. Teacher's Manual).
227p. 3mf. L1 ED 294 440

Community

Community Atlas As an Educational Tool. Community Mapping: Developing a Geographic Perspective.
9p. 1mf. L1 ED 294 795

Shape of Social Rhetoric.
29p. 1mf. L1 ED 294 209

Community Colleges

Abreast of the Lawmakers: State Level Public Policy Affecting Community College Education, Input 1984. A Report to the National Council of State Directors of Community and Junior Colleges (NCSDCJC).
51p. 1mf. L1 ED 294 638

Art Education in American Community Colleges. Final Report.
136p. 2mf. L1 ED 294 640

Child Care Center Operations and Facilities of Selected League for Innovation Community Colleges.
98p. 2mf. L1 ED 294 672

Fostering Minority Access and Achievement in Higher Education: The Role of Urban Community Colleges and Universities.
244p. mf. L3 ED 294 468

Instructional Locations Away from the Main Campus, Fall 1987. State University of New York. Report No. 16-88.
138p. 2mf. L1 ED 294 491

Junior College Movement: An Historical Review.
29p. 1mf. L2 ED 294 627

Second Language Acquisition by Children: A Review of Twelve Years at Tarrant County Junior College.
10p. 1mf. L1 ED 294 445

State Legislation and State Level Public Policy Affecting Community, Junior, and Two-Year Technical College Education, 1985. A Report to the National Council of State Directors of Community and Junior Colleges (NCSDCJC).
47p. 1mf. L1 ED 294 639

Study of Private and Public Sector Vocational Training Programs in California.
98p. 2mf. L1 ED 294 007

Community Health Services

Impact Evaluation of a Rural Southern Illinois Community Health Education Geriatric Care Staff-Training Program. Revised .
13p. 1mf. L1 ED 294 070

Community Language Learning

Peace Corps Botswana Language Teacher Training Workshop Report (Gaborone, Botswana, Africa, June 3-13, 1985).
71p. 1mf. L1 ED 294 416

Community Problems

Education and Community Renewal: Assessment of Need in Distressed Communities.
51p. 1mf. L1 ED 294 961

Community Programs

ESC-20 Community-Based Services Work Adjustment Program; Community-Based Work Training Curriculum.
33p. 1mf. L1 ED 294 349

Citizen Evaluation in Practice: A Casebook on Citizen Evaluation of Mental Health and Other Services.
170p. 2mf. L1 ED 294 091

Crime Prevention Services for Youth.
41p. 1mf. L1 ED 294 072

Drug Abuse Prevention: Further Efforts Needed To Identify Programs That Work. Report to the Select Committee on Narcotics Abuse and Control, House of Representatives.
64p. 1mf. L1 ED 294 116

Community Renewal

Education and Community Renewal: Assessment of Need in Distressed Communities.
51p. 1mf. L1 ED 294 961

Community Services

School-Sanctioned Community Service. The State Perspective.
158p. 2mf. L2 ED 293 977

Community Surveys

Education and Community Renewal: Assessment of Need in Distressed Communities.
51p. 1mf. L1 ED 294 961

Comparative Analysis

Analysis of the Comparability of Teacher Salaries to the Earnings of Other College Graduates in the Southeast. 1987 Update. Research Report 07-010.
42p. 1mf. L1 ED 294 851

Contrast Analysis for Scale Differences.
26p. 1mf. L1 ED 294 916

National Surveys of Successful Teachers of Writing and Their Students: The United Kingdom and the United States. Technical Report No. 14.
53p. 1mf. L1 ED 294 244

Statistical Abstract 1985-86. Dade County Public Schools.
161p. 2mf. L1 ED 294 882

Comparative Education

Man-Made Skill: Women Challenging the Tradition in England, Sweden and Germany. Ideas for Australia.
125p. 2mf. L1 ED 293 986

Compensatory Education

Evaluation of ESEA Title I--Program Operations and Educational Effects. A Report to Congress.
118p. 2mf. L1 ED 294 957

Competence

Abuses in Guardianship of the Elderly and Infirm: A National Disgrace. A Report by the Chairman of the Subcommittee on Health and Long-Term Care of the Select Committee on Aging. House of Representatives, One Hundredth Congress, First Session.
95p. 1mf. L1 ED 294 080

Competency Based Education

Competency-Based Employability Skills Program.
376p. 4mf. L1 ED 294 062

Database of Competencies for Business Curriculum Development, K-14.
456p. 5mf. L2 ED 294 064

Pre-Employment Competencies System.
291p. 4mf. L1 ED 294 051

Youth Employment Competencies. A Resource Manual. Volume I. Technical Assistance Guide 2:84. Volume II. Technical Assistance Guide 3:84.
139p. 2mf. L1 ED 294 052

Competency Based Teacher Education

Capacitacion de educadores para areas marginales--I: Caracteristicas y necesidades educativas de los ninos, jovenes y adultos en las poblaciones menos favorecidas, rurales y urbanas. Tercera edicion (Preparation of Educators for Marginal Areas--I: Educational Needs and Characteristics of Children, Youth and Adults in Disadvantaged Populations, Rural and Urban. Third Edition).
32p. 1mf. L1 ED 294 800

Model Competency Based Curriculum for Adult/Vocational Instructor Training.
130p. 2mf. L1 ED 294 003

Secondary Level Teacher Training Program. June 1, 1984-August 31, 1987.
114p. 2mf. L2 ED 294 366

Competition

Head to Head That Had to Happen: A Case Study of Television Sport and Entrepreneurship.
42p. 1mf. L1 ED 294 554

Compliance (Legal)

Implementation of the Education of the Handicapped Act Public Law 94-142 . Tenth Annual Report to Congress.
434p. 5mf. L1 ED 294 410

(Continued)

Compliance (Legal) *(Continued)*

Procedural Safeguards Insuring That Handicapped Children Receive a Free Appropriate Public Education. News Digest #7.
9p. 1mf. L1 ED 294 370

Special Education: Views from America's Cities.
95p. 1mf. L1 ED 294 364

Comprehension

Differences in the Interpretation of Discrepant and Nondiscrepant Messages by Normal and Disturbed Children.
58p. 1mf. L2 ED 294 361

Compulsory Education

Education Structures in the Member States of the European Communities.
155p. 2mf. L1 ED 294 831

Computation

Children's Misconceptions about the Multidigit Subtraction Algorithm.
10p. 1mf. L1 ED 294 766

Solving Word Problems in the Primary Grades: Addition and Subtraction.
35p. mf. L3 ED 294 744

Computer Aided Writing Project

Macintosh Lab Monitor, Numbers 1-4.
98p. 2mf. L2 ED 294 345

Computer Assisted Instruction

ADCIS Conference Proceedings. International Conference (29th, Oakland, California, November 9-12, 1987).
405p. 5mf. L1 ED 294 567

Comparison of Computer Based Training vs. Instructor Based Training Using Microsoft Word.
64p. 1mf. L1 ED 294 570

Computer Assisted Learning or Communications: Which Way for Information Technology in Distance Education? Information Technology Paper No. 250.
18p. 1mf. L1 ED 294 558

Concrete-to-Abstract Software Ramp: Environments for Learning Multiplication, Division and Intensive Quantity. Technical Report 87-8.
51p. 1mf. L1 ED 294 713

Creating a Computer-Using Secondary School Faculty through Staff Development.
7p. 1mf. L1 ED 294 568

Diagnosis and Remediation in the Context of Intelligent Tutoring Systems.
33p. 1mf. L1 ED 294 736

Effectiveness of Computer-Assisted Instruction, Cooperative Learning, Peer Tutoring, and Class Size on Academic Achievement: A Review.
14p. 1mf. L1 ED 294 297

Effectiveness of Interactive Computer Assisted Modeling in Teaching Study Strategies and Concept Mapping of College Textbook Material.
20p. 1mf. L1 ED 294 165

Enhancing PIXIE's Tutoring Capabilities.
40p. 1mf. L1 ED 294 735

Geometric Probability. New Topics for Secondary School Mathematics. Materials and Software.
40p. mf. L3 ED 294 721

Guided Inquiry and Technology: A Year Long Study of Children and Teachers Using the Geometric Supposer. ETC Technical Report 88-6. Final Report.
142p. 2mf. L1 ED 294 711

Instructional Uses of Computers at the University of Washington.
24p. 1mf. L1 ED 294 571

Instructional Uses of Microcomputers. Summary of 1984-1986 Projects.
18p. 1mf. L1 ED 294 572

Mathematical, Technical, and Pedagogical Challenges in the Graphical Representation of Functions. Final Technical Report 88-4.
124p. 2mf. L1 ED 294 712

Per Linguam: A Journal of Language Learning, Vol. 1-3, 1985-1987.
365p. 4mf. L1 ED 294 426

Problem-Solving Research with Computers.
32p. 1mf. L1 ED 294 760

Selecting and Evaluating Software for Vocational Education.
208p. 3mf. L2 ED 294 040

Studies of Diagnosis & Remediation with High School Algebra Students.
70p. 1mf. L1 ED 294 734

Teachers' Thinking about Students' Thinking about Geometry: The Effects of New Teaching Tools. Technical Report 88-1.
38p. 1mf. L1 ED 294 724

Teaching Basic Writing with Computers.
10p. 1mf. L1 ED 294 642

TPIXIE: A Computer Program To Teach Diagnosis of Algebra Errors. An Interim Report.
28p. 1mf. L1 ED 294 733

Use of Microcomputers in Distance Teaching Systems. ZIFF Papiere 70.
27p. 1mf. L1 ED 294 013

Word Processing: A Helpful Tool for Basic Writers.
16p. 1mf. L1 ED 294 243

Your Computerized Classroom: Using Computers with Hearing Impaired Students.
113p. 2mf. L2 ED 294 406

Computer Assisted Testing

Computerized Adaptive Testing: A Good Idea Waiting for the Right Technology.
19p. 1mf. L1 ED 294 901

Computerized Placement Testing and Academic Placement.
14p. 1mf. L1 ED 294 618

Simple and Effective Algorithms: Computer-Adaptive Testing.
10p. 1mf. L1 ED 294 918

Computer Ethics

Computer Ethics Topics and Teaching Strategies.
23p. 1mf. L1 ED 294 562

Computer Literacy

Creating a Computer-Using Secondary School Faculty through Staff Development.
7p. 1mf. L1 ED 294 568

Instructional Design Model for Developing a Computer Curriculum To Increase Employee Productivity in a Pharmaceutical Company.
46p. 1mf. L1 ED 294 565

Computer Managed Instruction

ADCIS Conference Proceedings. International Conference (29th, Oakland, California, November 9-12, 1987).
405p. 5mf. L1 ED 294 567

Leveraging Information Technology. Proceedings of the CAUSE National Conference (Tarpon Springs, Florida, December 1-4, 1987).
592p. 7mf. L1 ED 294 507

Use of Microcomputers in Distance Teaching Systems. ZIFF Papiere 70.
27p. 1mf. L1 ED 294 013

Computer Mediated Communication

Conversational Analysis of Computer-Mediated Discourse.
23p. 1mf. L1 ED 294 260

Computer Networks

Computer Assisted Learning or Communications: Which Way for Information Technology in Distance Education? Information Technology Paper No. 250.
18p. 1mf. L1 ED 294 558

Conversational Analysis of Computer-Mediated Discourse.
23p. 1mf. L1 ED 294 260

Discovering All the Available Means for Computer Assisted Instruction: Adapting Available University Facilities for the Small to Medium-Sized Course.
22p. 1mf. L1 ED 294 284

Leveraging Information Technology. Track V: Communications.
79p. 1mf. L1 ED 294 512

Computer Simulation

Effects on Parameter Estimation of Correlated Abilities Using a Two-Dimensional, Two-Parameter Logistic Item Response Model.
19p. 1mf. L1 ED 294 925

Computer Software

Copyright Handbook for Videotapes and Microcomputer Software.
33p. 1mf. L2 ED 294 579

Evaluation of "Polyweighting" in Domain-Referenced Testing.
32p. 1mf. L1 ED 294 911

Leveraging Information Technology. Track VI: Hardware/Software Strategies.
90p. 1mf. L1 ED 294 513

Leveraging Information Technology. Track IV: Support Services.
75p. 1mf. L1 ED 294 511

Software Shopper. Revised.
242p. 3mf. L2 ED 294 398

Computer Software Reviews

Guide to Evaluated Educational Software. SEED Software Annotations.
171p. 2mf. L1 ED 294 564

Computer Uses in Education

Celebrating Two Decades of Innovation, 1968-1988.
79p. 1mf. L1 ED 294 614

Computers in Special Education: Using Technology To Make Up the Difference.
27p. 1mf. L1 ED 294 393

Discovering All the Available Means for Computer Assisted Instruction: Adapting Available University Facilities for the Small to Medium-Sized Course.
22p. 1mf. L1 ED 294 284

Leveraging Information Technology. Proceedings of the CAUSE National Conference (Tarpon Springs, Florida, December 1-4, 1987).
592p. 7mf. L1 ED 294 507

Leveraging Information Technology. Track II: Innovative Management.
73p. 1mf. L1 ED 294 509

Macintosh Lab Monitor, Numbers 1-4.
98p. 2mf. L2 ED 294 345

Project INTERFACE: Identification of Effective Implementation Strategies for Integrating Microcomputer Instruction into Ongoing Educational Services for the Handicapped. Final Report, 1984-86.
112p. 2mf. L1 ED 294 355

Promoting Expert-Like Behavior among Beginning Physics Students.
48p. 1mf. L1 ED 294 751

Software Shopper. Revised.
242p. 3mf. L2 ED 294 398

Computerized Placement Tests

Computerized Placement Testing and Academic Placement.
14p. 1mf. L1 ED 294 618

Computers

Computer Ethics Topics and Teaching Strategies.
23p. 1mf. L1 ED 294 562

Leveraging Information Technology. Track VI: Hardware/Software Strategies.
90p. 1mf. L1 ED 294 513

Promoting Expert-Like Behavior among Beginning Physics Students.
48p. 1mf. L1 ED 294 751

Technological Advances and the Study of Reading.
48p. 1mf. L1 ED 294 163

Concentration

Helping Your Child Learn at School: How Parents Support Good Study Habits in the Home.
15p. 1mf. L1 ED 294 651

Concept Formation

Australian Children's Thinking about Death: A Sydney-Based Study. Selected Papers Number 49.
21p. 1mf. L1 ED 294 657

Mathematics Learning in the Elementary School. ERIC/SMEAC Mathematics Education Digest No. 2, 1987.
4p. 1mf. L1 ED 294 719

Moist Side of Life--Some Classroom Activities in Biological Adaptation.
52p. 1mf. L1 ED 294 718

Promoting Tolerance, Understanding, and Respect for Diversity: A Monograph for Educators.
57p. 1mf. L1 ED 294 829

Teachers Learning from Experiences of Teaching: Analyses Based on Metaphor and Reflection.
18p. 1mf. L1 ED 294 859

van Hiele Model of Thinking in Geometry among Adolescents. Journal for Research in Mathematics Education Monograph Number 3.
195p. mf. L3 ED 294 770

Concept Teaching

Promoting Tolerance, Understanding, and Respect for Diversity: A Monograph for Educators.
57p. 1mf. L1 ED 294 829

Conceptual Attention

Conceptual versus Perceptual Text Processing Strategies: Differences between Good and Poor Readers.
29p. 1mf. L1 ED 294 140

Concerts

Honolulu Symphony In-School Ensembles.
32p. 1mf. L1 ED 294 775

Teacher's Guide for Young People's Concerts.
49p. 1mf. L1 ED 294 774

Conferences

What's So Hard about Staff Development? A Study in Face-to-Face Interaction. Occasional Paper No. 14.
18p. 1mf. L1 ED 294 836

Confidentiality

Law and College Counselors.
7p. 1mf. L1 ED 294 090

Congenital Impairments

Illinois Birth to Three Clearinghouse Bibliography Series: "Materials on Home Care" (#18); "Material on Hearing-Impairment and Deafness in the Clearinghouse" (#19); "Audiovisual Materials in the Clearinghouse Collection" (#20); "Materials on Medical Genetics in the Clearinghouse" (#21).
35p. 1mf. L1 ED 294 402

Connecticut

Connecticut's Pilot Programs for College Students with Learning Disabilities: Final Report.
85p. 1mf. L1 ED 294 363

From Social Movement to Social Organization: Voluntary AIDS Projects in Connecticut.
21p. 1mf. L1 ED 294 812

Connectionism

Connectionist Learning Procedures.
70p. 1mf. L1 ED 294 889

Constitutional History

"We the People": Judge William Wayne Justice and Other East Texans on the Constitution.
85p. 1mf. L1 ED 294 791

Constitution and Academic Freedom.
37p. 1mf. L1 ED 294 779

Constitutional Law

"We the People": Judge William Wayne Justice and Other East Texans on the Constitution.
85p. 1mf. L1 ED 294 791

Constitution and Academic Freedom.
37p. 1mf. L1 ED 294 779

Freedom of Speech: Where To Draw the Line. National Issues Forums.
42p. 1mf. L1 ED 294 786

Wall of Separation: Two Hundred Years of Mr. Jefferson's Idea. The Expansion of Religious Freedom in the United States.
50p. 1mf. L1 ED 294 773

Construct Validity

Assessing the Construct Validity of a Life Skills Competency Test.
21p. 1mf. L1 ED 294 897

Constructivism

Cognition, Construction of Knowledge, and Teaching.
20p. 1mf. L1 ED 294 754

Consultation Programs

Implementation of Consultation Strategies To Improve Communication between Special Educators and Teachers, Principals, and Parents at the Elementary Level.
68p. 1mf. L1 ED 294 669

Consumer Economics

Cable Television and Video Recorders. Preliminary Empirical Findings for the Debate on Complementation or Substitution.
47p. 1mf. L1 ED 294 545

Consumer Education

Balancing Act: How Utility Rates Are Decided. Teacher/Facilitator's Guide.
48p. 1mf. L2 ED 294 826

Consumer and Homemaking Education for Mainstreamed Handicapped Students in Georgia.
8p. 1mf. L1 ED 293 982

New Guide to Utility Ratemaking.
25p. 1mf. L2 ED 294 827

Content Analysis

"American Way's" Flight Pattern: A Profile of American Airline's In-Flight Magazine.
23p. 1mf. L1 ED 294 237

Content Analysis of the DMI Mathematics Systems Instructional Objectives Inventory according to the 1985-86 National Assessment of Educational Progress Content by Process Matrix for Mathematics.
35p. 1mf. L1 ED 294 930

Content Specification for Test Development.
24p. 1mf. L1 ED 294 909

Dallas and Genesis: Primordiality and Seriality in Popular Culture.
18p. 1mf. L1 ED 294 518

News as Interaction: Technology, Content and Audience.
25p. 1mf. L1 ED 294 527

Reading Reception: Mediation and Transparency in Viewers' Accounts of a TV Programme.
37p. 1mf. L1 ED 294 540

Representation of Blacks on British Television Drama, 1984.
65p. 1mf. L1 ED 294 523

Use of Qualitative Data as a Supplement to Quantitative Analysis of Objective Survey Items.
16p. 1mf. L1 ED 294 896

Content Area Reading

Reading and Coping: Code, Communication and the Development of Second Language Reading Abilities Using Content Area Texts.
119p. 2mf. L1 ED 294 146

Teaching Critical Reading in the Content Areas. Techniques.
4p. 1mf. L1 ED 294 034

Content Area Writing

Attitudes of Middle School Students toward Low-Structure and High-Structure Content Journals.
11p. 1mf. L1 ED 294 236

Collaboration as Community: Outcomes of Conducting Research on One's Colleagues.
8p. 1mf. L1 ED 294 212

Content Journals

Attitudes of Middle School Students toward Low-Structure and High-Structure Content Journals.
11p. 1mf. L1 ED 294 236

Context Effect

Effects of Fantasy Context on Children's Learning and Motivation.
10p. 1mf. L1 ED 294 676

Continuation Students

Combining Quantitative and Qualitative Methods in the Evaluation of an Alternative to Conventional High Schools.
19p. 1mf. L1 ED 294 905

Direct Instruction and Affective Learning in Career Education.
18p. 1mf. L1 ED 293 984

Continuing Education

Adult and Continuing Education: Noncredit Activities in Institutions of Higher Education. Higher Education General Information Survey (HEGIS) machine-readable data file .
93p. 1mf. L3 ED 294 517

Agricultural Marketing. Farmers' Marketing Practices and Programs To Teach Alternative Practices. Briefing Report to Congressional Committees.
51p. 1mf. L1 ED 294 026

Cost of Adult Continuing Education in Ontario.
241p. 3mf. L1 ED 294 004

Independent Study Program Profiles 1986-1987. Final Report.
67p. 1mf. L1 ED 294 045

Quality in Continuing Education: Principles, Practices, and Standards for Colleges and Universities. Jossey-Bass Higher Education Series.
195p. mf. L3 ED 294 499

Strategic Planning and Leadership in Continuing Education: Enhancing Organizational Vitality, Responsiveness, and Identity. Jossey-Bass Higher Education Series.
247p. mf. L3 ED 294 498

Contraception

Use of Services for Family Planning and Infertility, United States, 1982. (Data from the National Survey of Family Growth, Series 23, No. 13).
67p. 1mf. L1 ED 294 115

Contract Training

Managing Contract Training Programs: Progress and Proposals. Institute for Studies in Higher Education Policy Paper No. 2.
27p. 1mf. L1 ED 294 616

Contracts

Agreement between Rhode Island Board of Governors for Higher Education and Community College of Rhode Island Faculty Association (NEA/CCRIFA), 1985-1987 and 1987-90.
92p. 1mf. L1 ED 294 611

Agreement between the Massachusetts Board of Regents of Higher Education for the Massachusetts Regional Community Colleges and the Massachusetts Community College Council/Massachusettes Teachers Association, an Affiliate of the National Education Association for Academic Years 1983-84 to 1985-86 and 1986-87 to 1988-89.
140p. 2mf. L1 ED 294 604

Community College Agreement between the Alaska Community Colleges' Federation of Teachers Local 2404, AFT, and the University of Alaska, April 1, 1984-March 31, 1987.
92p. 1mf. L1 ED 294 598

Employee Contract between State of Minnesota/Minnesota State Board for Community Colleges and Minnesota Community College Faculty Association, 1985-87.
88p. 1mf. L1 ED 294 605

Faculty Personnel Policy Statement Adopted by the Board of Governors of the Pima County Community College District, State of Arizona, for 1987-88.
103p. 2mf. L1 ED 294 599

Master Agreement between Dawson Community College Board of Trustees and Glendive Federation of Teachers, Local No. 3402, American Federation of Teachers, AFL-CIO, for 1986-87.
13p. 1mf. L1 ED 294 606

Selected Collective Bargaining Agreements of Wisconsin Two-Year Colleges.
791p. 9mf. L1 ED 294 613

Selected Collective Bargaining Agreements of Washington Two-Year Colleges.
1050p. 11mf. L1 ED 294 612

Selected Collective Bargaining Agreements of Oregon Two-Year Colleges.
554p. 6mf. L1 ED 294 610

Selected Collective Bargaining Agreements of Ohio Two-Year Colleges.
385p. 5mf. L1 ED 294 609

Selected Collective Bargaining Agreements of Nebraska Two-Year Colleges.
164p. 2mf. L1 ED 294 607

Selected Collective Bargaining Agreements of Pennsylvania Two-Year Colleges.
765p. 8mf. L1 ED 294 608

Selected Collective Bargaining Agreements of Maryland Two-Year Colleges.
98p. 2mf. L1 ED 294 603

Selected Collective Bargaining Agreements of Kansas Two-Year Colleges.
363p. 4mf. L1 ED 294 602

Selected Collective Bargaining Agreements of Iowa Two-Year Colleges.
366p. 4mf. L1 ED 294 601

Selected Collective Bargaining Agreements of Florida Two-Year Colleges.
502p. 6mf. L1 ED 294 600

Volunteer Service Agreements: A New Strategy for Volunteer Management.
14p. 1mf. L1 ED 294 017

VTI Board of Trustees Agreement with Maine Teachers Association VTI Faculty Unit, 1986-1987 and 1987-1989.
72p. 1mf. L1 ED 294 644

Welfare Reform. Bibliographies of Case Management and Agency/Client Contracting. Fact Sheet for the Chairman, Committee on Governmental Affairs, U.S. Senate.
53p. 1mf. L1 ED 294 976

Contrast Analysis

Contrast Analysis for Scale Differences.
26p. 1mf. L1 ED 294 916

Conventional Instruction

Performance of Educationally-At-Risk Pacific and Asian Students in a Traditional Academic Program.
16p. 1mf. L1 ED 294 945

Conversation

First the Look and Then the Sound: Creating Conversations at Circle Time.
44p. 1mf. L1 ED 294 689

Conversation Theory

Dimensions of Talk in Peer Groups: Negotiating Control in Writing Group Conversation.
15p. 1mf. L1 ED 294 232

Pardon Me, Can I Talk Now?: A Look at the Roles of Interruptions in Conversation.
29p. 1mf. L1 ED 294 261

Conversational Language Courses

Lecons speciales Hausa (Hausa Special Lessons).
49p. 1mf. L1 ED 294 415

Read On! II. A Sequential Reading Series. Instructor's Guide.
72p. 1mf. L2 ED 293 988

Conversational Management

Conversational Analysis of Computer-Mediated Discourse.
23p. 1mf. L1 ED 294 260

Cooperating Teachers

Some Promising Endeavors in School-Univerity Collaboration: Collaborative Research and Collaborative Supervision in the University of New Hampshire Five-Year Program.
11p. 1mf. L1 ED 294 835

Cooperation

Personality Study of Hawaii Japanese Nonagenarians: Preliminary Findings. Technical Report.
15p. 1mf. L1 ED 294 134

Cooperative Education

Cooperative Education.
20p. 1mf. L2 ED 293 998

Effectiveness of Computer-Assisted Instruction, Cooperative Learning, Peer Tutoring, and Class Size on Academic Achievement: A Review.
14p. 1mf. L1 ED 294 297

Cooperative Learning

Cooperative Learning.
7p. 1mf. L1 ED 294 853

Study of Cooperative Learning in Mathematics, Writing and Reading as Implemented in Third, Fourth and Fifth Grade Classes: A Focus upon Achievement, Attitudes and Self-Esteem for Males, Females, Blacks, Hispanics and Anglos.
64p. 1mf. L1 ED 294 926

Cooperative Planning

Innovative Programs To Meet Industry Workforce Needs.
13p. 1mf. L1 ED 293 995

Project KIT (Kids in Transition) Educators Resource Book: A Process of Planning for Change. Revised.
80p. 1mf. L1 ED 294 404

Project KIT (Kids in Transition) Parent Notebook. A Process of Planning for Change. Revised.
83p. 1mf. L1 ED 294 405

Transition: New Challenge for Special Education.
13p. 1mf. L1 ED 294 350

Cooperative Programs

Collaborative Arrangements.
9p. 1mf. L1 ED 294 956

Essential Ingredients: Cooperation between Universities and School Districts on Staff Development. Occasional Paper No. 16.
12p. 1mf. L1 ED 294 838

Higher Education in Partnership with Industry.
365p. mf. L3 ED 294 482

PA Industry & Adult Education: A New Partnership. Final Report.
131p. 2mf. L1 ED 293 980

Preparing Students for Success at the Postsecondary Level.
24p. 1mf. L1 ED 294 952

Preservice Preparation of American Educational Administrators: Retrospect and Prospect.
47p. 1mf. L1 ED 294 308

School/College Partnerships to Enhance Curriculum: A Statewide Qualitative Evaluation.
63p. 1mf. L1 ED 294 928

Coping

Supplemental Curriculum for Life Coping Skills for the Elderly. Project 310. Etowah City Schools.
90p. 1mf. L1 ED 293 976

Waiting to Move: Stress, Coping and the Meaning of Home in Anticipation of Relocation.
17p. 1mf. L1 ED 294 074

Copyrights

Copyright Handbook for Videotapes and Microcomputer Software.
33p. 1mf. L2 ED 294 579

Core Curriculum

Moving a Graveyard.
9p. 1mf. L1 ED 294 634

Corporal Punishment

Psychological Abuse in the Schools: An Overview.
22p. 1mf. L1 ED 294 328

Corporate Culture

Corporate Culture Climate at the Crossroads: Back to the Future.
19p. 1mf. L1 ED 294 275

Corporate Education

Language Training in Industry with Special Reference to the Cape Town Metropolitan Area (Area 39).
76p. 1mf. L1 ED 294 428

Study of Private and Public Sector Vocational Training Programs in California.
98p. 2mf. L1 ED 294 007

Corporate Support

Higher Education in Partnership with Industry.
365p. mf. L3 ED 294 482

Correlation

Standard Errors of Correlations Adjusted for Incidental Selection.
22p. 1mf. L1 ED 294 929

Television and Reading: A Research Synthesis.
57p. 1mf. L1 ED 294 532

Violence Viewing and Adolescent Aggression: A Longitudinal Study.
33p. 1mf. L1 ED 294 555

Cost Effectiveness

Cost-Effectiveness Study of the Two-Year Dental Hygiene Program at Fayetteville Technical Institute.
132p. 2mf. L1 ED 294 632

SLEP Student Achievement: Some Pertinent Variables and Policy Implications.
43p. 1mf. L1 ED 294 457

Cost Estimates

Here They Come: Ready or Not! Report of the School Readiness Task Force.
33p. 1mf. L2 ED 294 697

Morbidity Costs: National Estimates and Economic Determinants. NCHSR Research Summary Series.
20p. 1mf. L1 ED 294 084

Costs

Balancing Act: How Utility Rates Are Decided. Teacher/Facilitator's Guide.
48p. 1mf. L2 ED 294 826

Caring for Children in the Commonwealth: Problems and Policy. Occasional Paper 1.14.
38p. 1mf. L2 ED 294 693

Child Care Update: 1987.
27p. 1mf. L1 ED 294 650

Getting Started with French or Spanish in the Elementary School: FLES Materials and the Cost in Time and Money.
9p. 1mf. L1 ED 294 450

Medical Devices and Drug Issues. Hearing before the Subcommittee on Health and the Environment of the Committee on Energy and Commerce, House of Representatives, One Hundredth Congress, First Session (April 8, 21, and May 4, 1987).
405p. 5mf. L1 ED 294 093

New Guide to Utility Ratemaking.
25p. 1mf. L2 ED 294 827

Cotton

Financial Performance of Specialized Cotton Farms. Agriculture Information Bulletin Number 538.
17p. 1mf. L1 ED 294 032

Losing Chlordimeform Use in Cotton Production. Its Effects on the Economy and Pest Resistance. Agricultural Economic Report Number 587.
36p. 1mf. L1 ED 294 030

Council for Basic Education

Conspiracy of Good Intentions. America's Textbook Fiasco.
127p. 2mf. L1 ED 294 764

Council for Cultural Cooperation (France)

EUDISED Data Network Group Meeting. Working Papers.
15p. 1mf. L1 ED 294 575

Counseling Effectiveness

Counseling for the Counselor: A National Survey.
28p. 1mf. L1 ED 294 133

Counseling Services

Counseling for the Counselor: A National Survey.
28p. 1mf. L1 ED 294 133

Counseling Techniques

Applied Self-Statement Modification and Applied Modified Desensitization in the Treatment of Speech Anxiety: The Synergy Hypothesis.
260p. 3mf. L1 ED 294 252

Dealing with Clients Affected by AIDS: A Videotape and Discussion Model for Counselor Education.
26p. 1mf. L1 ED 294 132

Counselor Attitudes

Effects of Time-Limited Counseling on the Therapeutic Alliance.
13p. 1mf. L1 ED 294 089

Counselor Client Relationship

Effects of Time-Limited Counseling on the Therapeutic Alliance.
13p. 1mf. L1 ED 294 089

Counselor Role

Elementary Counseling: A Program Model.
16p. 1mf. L1 ED 294 124

Counselor Training

Dealing with Clients Affected by AIDS: A Videotape and Discussion Model for Counselor Education.
26p. 1mf. L1 ED 294 132

Improved Career Decision Making through the Use of Labor Market Information (ICDM) Trainer's Guide. 4th Edition.
206p. 3mf. L1 ED 294 065

Improving Career Development through Counselor Education Programs. Proceedings of the 1985 Counselor Education Career Development Workshop Series.
167p. 2mf. L1 ED 294 059

Counselors

Counseling for the Counselor: A National Survey.
28p. 1mf. L1 ED 294 133

Course Content

Communications Systems, Grade 9-10. Technology Education Course Guide.
66p. 1mf. L1 ED 294 286

English/Language Arts Model Curriculum Standards, Grades Nine through Twelve. First Edition.
97p. 2mf. L2 ED 294 190

Foreign Language Model Curriculum Standards, Grades Nine Through Twelve. First Edition.
29p. 1mf. L2 ED 294 462

Foreign Language Scope and Sequence.
109p. 2mf. L1 ED 294 454

Getting Started with French or Spanish in the Elementary School: Curriculum for French, Grades 4-7, FLES Approach.
12p. 1mf. L1 ED 294 449

Getting Started with French or Spanish in the Elementary School: Curriculum for Spanish, Grades 4-7, FLES Approach.
8p. 1mf. L1 ED 294 448

Issues and Dilemmas in Early Childhood Teacher Education.
37p. 1mf. L1 ED 294 690

Lecons speciales Hausa (Hausa Special Lessons).
49p. 1mf. L1 ED 294 415

Liberal Arts and the Communication and Aging Course: Infusing a Tradition with an 'Old/New' Twist.
7p. 1mf. L1 ED 294 279

Literature for All Students: A Sourcebook for Teachers.
237p. 3mf. L2 ED 294 191

Media Communications Systems, Grade 11-12. Technology Education Course Guide.
77p. 1mf. L1 ED 294 285

Moving a Graveyard.
9p. 1mf. L1 ED 294 634

(Continued)

Course Content *(Continued)*
Operation of Wastewater Treatment Plants. Volume 1. A Field Study Training Program. Third Edition. Revised. 538p. 6mf. L1 ED 294 755
Promotion and Retention Policy Implementation Study No. 463. 43p. 1mf. L1 ED 294 982
Selection and Distribution of Contents in Language Syllabuses. 115p. mf. L3 ED 294 452

Course Development
Innovations in Distance Education Applied to the Professional Development of Teachers. (A Canadian Perspective). 22p. 1mf. L1 ED 294 574

Course Objectives
Developing Auditory Skills: Program Manual and Systematic Lessons. Revised. 134p. 2mf. L2 ED 294 400
English/Language Arts Model Curriculum Standards, Grades Nine through Twelve. First Edition. 97p. 2mf. L2 ED 294 190
Essential Skills: Reading. 31p. 1mf. L1 ED 294 147
Essential Skills: Writing. 21p. 1mf. L1 ED 294 226
Junior High Mathematics Program of Studies and Curriculum Guide. 1987. Draft. 348p. 4mf. L1 ED 294 763
Kendall Demonstration Elementary School: Mathematics Curriculum Guide. Second Edition. 149p. 2mf. L2 ED 294 399
Language Arts. 46p. 1mf. L1 ED 294 186

Courseware
Guide to Evaluated Educational Software. SEED Software Annotations. 171p. 2mf. L1 ED 294 564
Selecting and Evaluating Software for Vocational Education. 208p. 3mf. L2 ED 294 040

Court Doctrine
Wall of Separation: Two Hundred Years of Mr. Jefferson's Idea. The Expansion of Religious Freedom in the United States. 50p. 1mf. L1 ED 294 773

Court Litigation
Abuses in Guardianship of the Elderly and Infirm: A National Disgrace. A Report by the Chairman of the Subcommittee on Health and Long-Term Care of the Select Committee on Aging. House of Representatives, One Hundredth Congress, First Session. 95p. 1mf. L1 ED 294 080
Mentally Handicapped Persons and Immigration: A Brief Review. 14p. 1mf. L1 ED 294 365
Wall of Separation: Two Hundred Years of Mr. Jefferson's Idea. The Expansion of Religious Freedom in the United States. 50p. 1mf. L1 ED 294 773

Creative Activities
Homework: Going Beyond and Being Creative. 12p. 1mf. L1 ED 294 809

Creative Problem Solving
Critical Thinking in Problem Solving: A Perspective for the Language Arts Teacher. 12p. 1mf. L1 ED 294 184

Creative Thinking
Critical Thinking in Problem Solving: A Perspective for the Language Arts Teacher. 12p. 1mf. L1 ED 294 184

Creative Writing
National Reading and Language Arts Educators' Conference Yearbook. 104p. 2mf. L1 ED 294 160

Creativity
Imaging and Creativity: Creating and Reacting to Sense Data. 17p. 1mf. L1 ED 294 251
New Lives: Some Case Studies in Minamata. 26p. 1mf. L1 ED 294 386

Credit Courses
Instructional Locations Away from the Main Campus, Fall 1987. State University of New York. Report No. 16-88. 138p. 2mf. L1 ED 294 491

Credits
Grading-Credit-Diploma: Accommodation Practices for Students with Mild Disabilities. 58p. 1mf. L1 ED 294 403
Loss of Credit and Its Impact on High School Students: A Longitudinal Study. 40p. 1mf. L1 ED 294 940

Creoles
Krio Language Manual. Revised Edition. 238p. 3mf. L1 ED 294 418

Crime Prevention
Crime Prevention Services for Youth. 41p. 1mf. L1 ED 294 072

Crisis Intervention
Continuing Infant Mortality Crisis in Illinois. Part 2. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session (Chicago, Illinois, October 5, 1987). 163p. 2mf. L1 ED 294 664
Continuing Infant Mortality Crisis in Illinois. Part 1. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session (Springfield, Illinois, October 5, 1987). 209p. 3mf. L1 ED 294 663

Criterion Referenced Tests
Usefulness of Score Interpretive Information for Examinees Who Fail Criterion-Referenced Tests. 93p. 1mf. L1 ED 294 898

Critical Reading
From Heuristics to Hermeneutics: Aiding Invention in the Undergraduate Literature Class. 12p. 1mf. L1 ED 294 176
Teaching Critical Reading in the Content Areas. Techniques. 4p. 1mf. L1 ED 294 034

Critical Thinking
Critical Thinking in Problem Solving: A Perspective for the Language Arts Teacher. 12p. 1mf. L1 ED 294 184
Developing Critical Thinkers: Challenging Adults To Explore Alternative Ways of Thinking and Acting. 293p. mf. L3 ED 294 480
Dimensions of Thinking: A Framework for Curriculum and Instruction. 175p. 2mf. L2 ED 294 222
Manual for the 3 Rs: Reading, Reflecting and Reacting. Instructional Model. 77p. 1mf. L1 ED 294 159
Renegotiating Vocational Instruction. 29p. 1mf. L1 ED 294 009
Teacher Values and the Construction of Curriculum. 20p. 1mf. L1 ED 294 844

Cross Age Teaching
Siblings as Communication Trainers for Prelinguistic Infants with Down Syndrome. 175p. 2mf. L1 ED 294 356

Cross Cultural Studies
Caribbean Life in New York City: Sociocultural Dimensions. 383p. 4mf. L2 ED 294 967
Cross Cultural Validation of TEMAS (Minority Version). A Pluralistic Projective Test. 48p. 1mf. L1 ED 294 879
Motivation, Attributions, and Approaches to Learning in British and Hungarian Secondary Schools. 23p. 1mf. L1 ED 294 921
Pleasure of Dynasty: The Weekly Reconstruction of Self-Confidence. 37p. 1mf. L1 ED 294 546
Poor Families and Schools: An Exploratory Study of the Perspectives of Low-Income Parents and Teachers in Boston, Liverpool, and Portugal. 10p. 1mf. L1 ED 294 939
Relationship of Cultural Similarity, Communication Effectiveness and Uncertainty Reduction. 25p. 1mf. L1 ED 294 289
Teaching about China in Secondary Schools in Western Europe: Report. Proceedings of the European Teachers' Seminar (22nd, Donaueschingen, West Germany, November 7-12, 1983). 33p. 1mf. L1 ED 294 801
Time To Write: Report of the US-IEA Study of Written Composition. 30p. 1mf. L1 ED 294 187

Cross Cultural Training
AFS Orientation Handbook: Volume V. 103p. 2mf. L2 ED 294 793
Peace Corps Botswana Language Teacher Training Workshop Report (Gaborone, Botswana, Africa, June 3-13, 1985). 71p. 1mf. L1 ED 294 416

Crustaceans
Moist Side of Life--Some Classroom Activities in Biological Adaptation. 52p. 1mf. L1 ED 294 718

Crying
Research and Clinical Center for Child Development Annual Report, 1986-1987. No. 10. 68p. 1mf. L1 ED 294 655

Cultural Awareness
Children's Games: Resources for International Understanding. 22p. 1mf. L1 ED 294 684
Development Education for the American Teenager through Home Economics. Global Connections. Teacher's Guide. 13p. 1mf. L1 ED 293 983
Promoting Tolerance, Understanding, and Respect for Diversity: A Monograph for Educators. 57p. 1mf. L1 ED 294 829
Teaching about China in Secondary Schools in Western Europe: Report. Proceedings of the European Teachers' Seminar (22nd, Donaueschingen, West Germany, November 7-12, 1983). 33p. 1mf. L1 ED 294 801

Cultural Background
Dallas and Genesis: Primordiality and Seriality in Popular Culture. 18p. 1mf. L1 ED 294 518

Cultural Context
Siswati Special Skills Handbook. Peace Corps Language Handbook Series. 118p. 2mf. L1 ED 294 413
When People See News from a Non-Western Perspective: Cable News Network's "World Report." 18p. 1mf. L1 ED 294 238

Cultural Differences
American Indian Exceptional Children and Youth. An ERIC Exceptional Child Education Report. 71p. 1mf. L1 ED 294 338
Climbing the Intercultural Ladder: The Gradual Adaptation Process to a Village Culture in Indonesia. Occasional Papers in Intercultural Learning #9. 30p. 1mf. L1 ED 294 771
Promoting Tolerance, Understanding, and Respect for Diversity: A Monograph for Educators. 57p. 1mf. L1 ED 294 829

Cultural Education
Alan Bloom's "The Closing of the American Mind": Two Perspectives. 34p. 1mf. L1 ED 294 971
Ciluba. Livre du formateur (Ciluba. Teacher's Manual). 192p. 2mf. L1 ED 294 441
Kikongo. Livre du formateur (Kikongo. Teacher's Manual). 194p. 3mf. L1 ED 294 442
Lingala. Livre du formateur (Lingala. Teacher's Manual). 227p. 3mf. L1 ED 294 440

Cultural Enrichment
Utopian Elements in the Discourse on Broadcasting in the United States in the 1920s. 32p. 1mf. L1 ED 294 524

Cultural Influences
Independent Video in Britain. 13p. 1mf. L1 ED 294 552
Media Revolution in a Small State Perspective: The Case of Norway. 10p. 1mf. L1 ED 294 522

Cultural Interrelationships
Climbing the Intercultural Ladder: The Gradual Adaptation Process to a Village Culture in Indonesia. Occasional Papers in Intercultural Learning #9. 30p. 1mf. L1 ED 294 771

Cultural Literacy
Pie in the Sky; or, Teaching New Paradigms Old Tricks. 11p. 1mf. L1 ED 294 179
Vulgar Canon and Its Uses in the Classroom. 12p. 1mf. L1 ED 294 194

Cultural Maintenance
Bilingual Education: Symbolic Meaning and Support among Non-Hispanics. 95p. 1mf. L1 ED 294 464

Cultural Pluralism
Living in Two Cultures Seminar (Hanaholmen, Helsinki, Finland, April 7-9, 1986). The CDCC's Project No. 7: "The Education and Cultural Development of Migrants." 23p. 1mf. L1 ED 294 439

Cultural Traits
AFS Orientation Handbook: Volume V. 103p. 2mf. L2 ED 294 793
Caribbean Life in New York City: Sociocultural Dimensions. 383p. 4mf. L2 ED 294 967

Culture Contact
Climbing the Intercultural Ladder: The Gradual Adaptation Process to a Village Culture in Indonesia. Occasional Papers in Intercultural Learning #9. 30p. 1mf. L1 ED 294 771

CUNY Retention Exemplary Model Project
Talking and Writing across the Curriculum: A Tutorial Model for Adult ESL Students in Content Courses. 35p. 1mf. L1 ED 294 195

Curriculum
ESC-20 Community-Based Services Work Adjustment Program; Community-Based Work Training Curriculum. 33p. 1mf. L1 ED 294 349
Curriculum Translation in Secondary School Science. An Analysis of Teacher Functional Paradigms. 44p. 1mf. L1 ED 294 765

Curriculum Design
Curriculum Design: Nurse Educator's Role in Managing and Utilizing Various Teaching Methodologies. 55p. 1mf. L1 ED 294 474
Establishing a Book Publishing Curriculum. 11p. 1mf. L1 ED 294 264
Foreign Language Scope and Sequence. 109p. 2mf. L1 ED 294 454
Getting Started with French or Spanish in the Elementary School: Curriculum for French, Grades 4-7, FLES Approach. 12p. 1mf. L1 ED 294 449
Getting Started with French or Spanish in the Elementary School: Curriculum for Spanish, Grades 4-7, FLES Approach. 8p. 1mf. L1 ED 294 448
New Approach towards Curriculum Design. 16p. 1mf. L1 ED 294 750
Selection and Distribution of Contents in Language Syllabuses. 115p. mf. L3 ED 294 452
Student Perceptions of Vocational Education. 12p. 1mf. L1 ED 294 036
Teaching about China in Secondary Schools in Western Europe: Report. Proceedings of the European Teachers' Seminar (22nd, Donaueschingen, West Germany, November 7-12, 1983). 33p. 1mf. L1 ED 294 801
Teaching Nutrition to Young Children. 52p. 1mf. L1 ED 294 647

Curriculum Development
American Indian Exceptional Children and Youth. An ERIC Exceptional Child Education Report. 71p. 1mf. L1 ED 294 338
Becoming a Woman: Considerations in Educating Adolescents about Menstruation. Revised 1988. Working Paper No. 169. 30p. 1mf. L2 ED 294 860
Business Teacher Education Curriculum Guide. Criteria for Excellence. Designed for the Preparation of Business Teachers at All Levels of Instruction. 89p. 1mf. L2 ED 294 063
Caring for Children in the Commonwealth: Problems and Policy. Occasional Paper 1.14. 38p. 1mf. L2 ED 294 693
Celebrating Two Decades of Innovation, 1968-1988. 79p. 1mf. L1 ED 294 614
Curriculum Organization in Outcome-Based Education. 9p. 1mf. L1 ED 294 313
Dance Curricula Guidelines K-12. 39p. 1mf. L2 ED 294 856
Dance for Young Children. Finding the Magic in Movement. 173p. 2mf. L2 ED 294 866
Database of Competencies for Business Curriculum Development, K-14. 456p. 5mf. L2 ED 294 064
Definition, Development, Direction: The Course in Classical Rhetoric. 11p. 1mf. L1 ED 294 214
Development Education for the American Teenager through Home Economics. Global Connections. Teacher's Guide. 13p. 1mf. L1 ED 293 983
Dimensions of Thinking: A Framework for Curriculum and Instruction. 175p. 2mf. L2 ED 294 222
English Language Arts Framework: Kindergarten-Grade 12. 130p. 2mf. L1 ED 294 174
Espanol para el hispanohablante. Funcion y nocion (Spanish for the Spanish Speaker. Function and Notion). 122p. 2mf. L1 ED 294 432
Establishing a Book Publishing Curriculum. 11p. 1mf. L1 ED 294 264
Foreign Language Model Curriculum Standards, Grades Nine Through Twelve. First Edition. 29p. 1mf. L2 ED 294 462
Holistic Curriculum. 140p. mf. L3 ED 294 845
Integration of Theory and Production in Undergraduate Communication Programs. 9p. 1mf. L1 ED 294 256
Key Technologies. Some Implications for Education and Training. An Occasional Paper. 35p. 1mf. L1 ED 294 012
Liberal Arts and the Communication and Aging Course: Infusing a Tradition with an 'Old/New' Twist. 7p. 1mf. L1 ED 294 279
Living in Two Cultures Seminar (Hanaholmen, Helsinki, Finland, April 7-9, 1986). The CDCC's Project No. 7: "The Education and Cultural Development of Migrants." 23p. 1mf. L1 ED 294 439
Model Competency Based Curriculum for Adult/Vocational Instructor Training. 130p. 2mf. L1 ED 294 003
Moving a Graveyard. 9p. 1mf. L1 ED 294 634
New Approach towards Curriculum Design. 16p. 1mf. L1 ED 294 750
Perceived Importance of Future Characteristics of Postsecondary Vocational Education Curriculum among Key Decision-Making Groups. 20p. 1mf. L1 ED 294 008
Reconceptualizing the Baccalaureate Nursing Curriculum. 48p. 1mf. L1 ED 294 471
Together We Create Art...With Roots in Folk Traditions. A Lecture-Exhibit-Performance. 29p. 1mf. L2 ED 294 857

Curriculum Differentiation
Interpreting Curriculum Differentiation. 48p. 1mf. L1 ED 294 933

Curriculum Emphases
English Language Arts: K-12 Curriculum Guidelines. 143p. 2mf. L1 ED 294 211
English/Language Arts Model Curriculum Standards, Grades Nine through Twelve. First Edition. 97p. 2mf. L2 ED 294 190

Curriculum Enrichment
Approach to the Teaching of Television in Secondary Schools. 30p. 1mf. L1 ED 294 528
School/College Partnerships to Enhance Curriculum: A Statewide Qualitative Evaluation. 63p. 1mf. L1 ED 294 928

Curriculum Evaluation
English Language Arts Framework: Kindergarten-Grade 12. 130p. 2mf. L1 ED 294 174
Music Program Evaluation, 1985-1986. 72p. 1mf. L1 ED 294 792
Study of Cooperative Learning in Mathematics, Writing and Reading as Implemented in Third, Fourth and Fifth Grade Classes: A Focus upon Achievement, Attitudes and Self-Esteem for Males, Females, Blacks, Hispanics and Anglos. 64p. 1mf. L1 ED 294 926

Curriculum Guides
English/Language Arts Model Curriculum Standards, Grades Nine through Twelve. First Edition. 97p. 2mf. L2 ED 294 190
From Santa Fe and Back, or Bust: Developing Exit Level Writing Competencies for Third and Fifth Grades. 39p. 1mf. L1 ED 294 172

Curriculum Research
Interpreting Curriculum Differentiation. 48p. 1mf. L1 ED 294 933
New Approach towards Curriculum Design. 16p. 1mf. L1 ED 294 750
Reconceptualizing the Baccalaureate Nursing Curriculum. 48p. 1mf. L1 ED 294 471

Curriculum Standards
English/Language Arts Model Curriculum Standards, Grades Nine through Twelve. First Edition. 97p. 2mf. L2 ED 294 190

Custodial Approach
Emergence of Custodialism. 13p. 1mf. L1 ED 294 785

Cutting Scores
Critique of Difficulty Estimation Methodologies in the Setting of Cut Points and a Discussion of an Alternative Methodology: The Direct Standard Setting Method. 13p. 1mf. L1 ED 294 927

Dade County Public Schools FL
Statistical Abstract 1985-86. Dade County Public Schools. 161p. 2mf. L1 ED 294 882

Daily Living Skills
Assessing the Construct Validity of a Life Skills Competency Test. 21p. 1mf. L1 ED 294 897
Mende Language Manual. Revised Edition. 115p. 2mf. L1 ED 294 419
Supplemental Curriculum for Life Coping Skills for the Elderly. Project 310. Etowah City Schools. 90p. 1mf. L1 ED 293 976
Transition Literature Review Educational, Employment, and Independent Living Outcomes, Volume 2. 327p. 4mf. L1 ED 294 383
Vous de Parler. French Trainee Book. 365p. 4mf. L1 ED 294 422
Wolof Teachers Manual. Draft Chapters I-VI. 101p. 2mf. L1 ED 294 420

Dance
Dance for Young Children. Finding the Magic in Movement. 173p. 2mf. L2 ED 294 866
Together We Create Art...With Roots in Folk Traditions. A Lecture-Exhibit-Performance. 29p. 1mf. L2 ED 294 857

Dance Education
Dance Curricula Guidelines K-12. 39p. 1mf. L2 ED 294 856

Data Collection
Retention Data Collection: Problems, Uses, and Suggested Methodology. 7p. 1mf. L1 ED 294 493
Technical Report on the Urban Community College Transfer Opportunity Program. 13p. 1mf. L1 ED 294 633

Data Conversion
Student Information Management System (SIMS). The SIMS School System Conversion Manual. Revised: May 1, 1987. 130p. 2mf. L1 ED 294 310

Database Management Systems
Student Information Management System (SIMS). The SIMS School System Conversion Manual. Revised: May 1, 1987. 130p. 2mf. L1 ED 294 310

Database Producers
EUDISED Data Network Group Meeting. Working Papers. 15p. 1mf. L1 ED 294 575

Databases
EUDISED Data Network Group Meeting. Working Papers. 15p. 1mf. L1 ED 294 575
High School and Beyond: A National Longitudinal Study for the 1980's. Local Labor Market Indicators for High School and Beyond Schools (1980-1982): Data File User's Manual. 62p. 1mf. L1 ED 294 885

Daughters
"Unidentified Patient" in Home Health Care. 17p. 1mf. L1 ED 294 075

Dawson Community College MT
Master Agreement between Dawson Community College Board of Trustees and Glendive Federation of Teachers, Local No. 3402, American Federation of Teachers, AFL-CIO, for 1986-87. 13p. 1mf. L1 ED 294 606

Day Care
Caring for Children in the Commonwealth: Problems and Policy. Occasional Paper 1.14. 38p. 1mf. L2 ED 294 693
Child Care Center Operations and Facilities of Selected League for Innovation Community Colleges. 98p. 2mf. L1 ED 294 672
Child Care Update: 1987. 27p. 1mf. L1 ED 294 650

Deafness
New Assertive You. 64p. 1mf. L2 ED 294 394
Preparing for Work: Student Workbook and Teacher Guide. 269p. 3mf. L2 ED 294 395
Software Shopper. Revised. 242p. 3mf. L2 ED 294 398

Death
Australian Children's Thinking about Death: A Sydney-Based Study. Selected Papers Number 49. 21p. 1mf. L1 ED 294 657

Debate Tournaments
Professional and the Lay Judge: A Comparison of Competitive Rankings in Forensics Tournaments. 12p. 1mf. L1 ED 294 276

Decision Making
Forming Cooperative Programs for Mainstreaming Preschool Children with Severe Behavior Disorders: Policy, Programmatic, and Procedural Issues. 76p. 1mf. L1 ED 294 354
Helping Youth Decide. Second Edition. 26p. 1mf. L1 ED 294 100
Helping Youth Decide: A Workshop Guide. 47p. 1mf. L1 ED 294 101
Improved Career Decision Making through the Use of Labor Market Information (ICDM) Trainer's Guide. 4th Edition. 206p. 3mf. L1 ED 294 065
Maintaining Children in the Least Restrictive Environment: Bias in the Decision Making Process of Special Education Placement Teams. 122p. 2mf. L1 ED 294 339
Matter of Choice: Planning Ahead for Health Care Decisions. An Information Paper Prepared for Use by the Chairman and Ranking Minority Member of the Special Committee on Aging, United States Senate. 97p. 2mf. L1 ED 294 071
New Guide to Utility Ratemaking. 25p. 1mf. L2 ED 294 827
PREP. Planning to Realize Educational Potential. 85p. 1mf. L1 ED 294 016

Decision Support Systems
Designing an Information Center: An Analysis of Markets and Delivery Systems. 9p. 1mf. L1 ED 294 478
Leveraging Information Technology. Track V: Communications. 79p. 1mf. L1 ED 294 512
Leveraging Information Technology. Track IV: Support Services. 75p. 1mf. L1 ED 294 511

Definitions
Dropouts, Pushouts and Other Casualties. Hot Topics Series. 238p. 3mf. L1 ED 294 972
Learning Disabilities: A Report to the U.S. Congress. 236p. 3mf. L1 ED 294 358

Delegation of Tasks
Delegation--A Fundamental Management Process. 18p. 1mf. L1 ED 294 330

Delinquency
Crime Prevention Services for Youth. 41p. 1mf. L1 ED 294 072
Self-Concept Orientations and Self-Directed Videotape Experiences of Delinquent Males. 22p. 1mf. L1 ED 294 556

Delivery Systems
Caring for Children in the Commonwealth: Problems and Policy. Occasional Paper 1.14. 38p. 1mf. L2 ED 294 693
Cross-Cultural Study of Parents' Perceptions of Early Childhood Programs. 41p. 1mf. L1 ED 294 695
Designing an Information Center: An Analysis of Markets and Delivery Systems. 9p. 1mf. L1 ED 294 478
Education of Severely and Profoundly Handicapped Children and Youth: Some Issues That Currently Need To Be Resolved. 15p. 1mf. L1 ED 294 390
Essential Ingredients: Cooperation between Universities and School Districts on Staff Development. Occasional Paper No. 16. 12p. 1mf. L1 ED 294 838
Factors to Consider in Planning Effective Staff Development Programs. Occasional Paper No. 17. 29p. 1mf. L1 ED 294 839
Forming Cooperative Programs for Mainstreaming Preschool Children with Severe Behavior Disorders: Policy, Programmatic, and Procedural Issues. 76p. 1mf. L1 ED 294 354
Implementation of Consultation Strategies To Improve Communication between Special Educators and Teachers, Principals, and Parents at the Elementary Level. 68p. 1mf. L1 ED 294 669
Study of the Special Problems and Needs of American Indians with Handicaps Both On and Off the Reservation. Volume I: Executive Summary. 25p. 1mf. L1 ED 294 342
Study of the Special Problems and Needs of American Indians with Handicaps Both On and Off the Reservation. Volume II: Individual Reports. Volume III: Appendices. 337p. 4mf. L1 ED 294 343

Demand Occupations
Careers in the Renewable Energy and Conservation Professions and Trades. 5p. 1mf. L1 ED 294 730

Democracy
Freedom of Speech: Where To Draw the Line. National Issues Forums. 42p. 1mf. L1 ED 294 786

Democratic Values
Education for Democratic Work and Citizenship: Building Bridges to Organized Labor. 21p. 1mf. L1 ED 294 783

Demographic Projections
Demographics: People and Markets. 53p. 1mf. L1 ED 294 802

Demography
Community Atlas As an Educational Tool. Community Mapping: Developing a Geographic Perspective. 9p. 1mf. L1 ED 294 795
Demographics: People and Markets. 53p. 1mf. L1 ED 294 802
Estimates of the Population of Puerto Rico and the Outlying Areas: 1980 to 1986. 10p. 1mf. L1 ED 294 964
Evaluation of Poverty Indicators. Testimony. Statement of Lois-ellin Datta before the Subcommittee on Census and Population, Committee on Post Office and Civil Service, House of Representatives. 36p. 1mf. L1 ED 294 973
Migrant Farmworkers in the Oak Orchard Health Service Area. A Descriptive Profile and Assessment of Health Care Needs and Economic Impact. 118p. 2mf. L1 ED 294 707
Money Income and Poverty Status of Families and Persons in the United States: 1986. (Advance Data From the March 1987 Current Population Survey). Consumer Income. 50p. 1mf. L1 ED 294 981
Strategic Context of Education in America, 1985-1995. 81p. 1mf. L1 ED 294 790
Understanding Population Projections. 49p. 1mf. L1 ED 294 789

Demonstration Programs
Connecticut's Pilot Programs for College Students with Learning Disabilities: Final Report. 85p. 1mf. L1 ED 294 363
Models of Effective Migrant Education Programs. 123p. 2mf. L1 ED 294 704

Dental Hygienists
Cost-Effectiveness Study of the Two-Year Dental Hygiene Program at Fayetteville Technical Institute. 132p. 2mf. L1 ED 294 632

Department Heads
House Undivided: Some Perspectives from a Once "Intimate Enemy," Now a Department Head. 14p. 1mf. L1 ED 294 234

Depleted Resources
Sustainable Resource Development in the Third World. Selected Papers from an International Symposium (Columbus, Ohio, September 1985). Westview Special Studies in Natural Resources and Energy Management. 181p. 2mf. L2 ED 294 727

Depression (Psychology)
Depression and Suicide in Childhood. January 1983 through April 1987. National Library of Medicine Literature Search No. 87-5. 18p. 1mf. L1 ED 294 097

Desegregation Effects
Voluntary Transfer and Student Achievement: Does It Help or Hurt? 15p. 1mf. L1 ED 294 937

Developing Nations
Country Information Available in Government Documents. 68p. 1mf. L1 ED 294 580
Development Education for the American Teenager through Home Economics. Global Connections. Teacher's Guide. 13p. 1mf. L1 ED 293 983
How Third World Journalists View Their Role in the National Development Process: A Philippine Case Study. 26p. 1mf. L1 ED 294 225
Navamaga: Training Activities for Group Building, Health and Income Generation. 335p. 4mf. L2 ED 294 001
New Technologies Upset the Political Communication Balance in the Third World. 21p. 1mf. L1 ED 294 531
Only One Earth: Living for the Future. 170p. 2mf. L2 ED 294 796
State/Media Relations in Developing Nations: The Case of the Republic of Kenya. 60p. 1mf. L1 ED 294 223
Supervisors' Role and the Use of Failure in Guatemala's Schools. 15p. 1mf. L1 ED 294 315
Sustainable Resource Development in the Third World. Selected Papers from an International Symposium (Columbus, Ohio, September 1985). Westview Special Studies in Natural Resources and Energy Management. 181p. 2mf. L2 ED 294 727
Teaching Nutrition to Young Children. 52p. 1mf. L1 ED 294 647
Training of Trainers in Educational Planning. Report of an IIEP Workshop (Nairobi, Kenya, June 29-July 10, 1987). 160p. 2mf. L2 ED 294 847
Youth Exchange Model for Teaching about Natural Resources Development. 14p. 1mf. L1 ED 294 451

Development

Only One Earth: Living for the Future.
170p. 2mf. L2 ED 294 796

Development Communication

New Technologies Upset the Political Communication Balance in the Third World.
21p. 1mf. L1 ED 294 531

Developmental Disabilities

Developmental Course of Young Children with Emotionally Disturbed Mothers.
16p. 1mf. L1 ED 294 401

Increasing the Awareness of Middle School Developmentally Delayed Students, Parents, and Educators Concerning Supplemental Security Income.
88p. 1mf. L1 ED 294 382

Parent Stress, Family Functioning and Social Support in Families of Young Handicapped Children.
39p. 1mf. L1 ED 294 335

Developmental Patterns

Students' Interactions--Developmental Framework: The Social Sphere.
46p. 1mf. L1 ED 294 680

Developmental Programs

Developmental Approach to Kindergarten: Profile of an Expert Teacher.
34p. 1mf. L1 ED 294 679

Developmental Stages

Accelerating the Development of Formal Thinking in Middle and High School Students.
22p. 1mf. L1 ED 294 914

Australian Children's Thinking about Death: A Sydney-Based Study. Selected Papers Number 49.
21p. 1mf. L1 ED 294 657

Sensorimotor and Action Development in Autistic Children from Infancy to Early Childhood.
25p. 1mf. L1 ED 294 380

Teachers Learning from Experiences of Teaching: Analyses Based on Metaphor and Reflection.
18p. 1mf. L1 ED 294 859

Developmentally Appropriate Programs

Public School Early Childhood Programs. A Resource Guide.
205p. 3mf. L2 ED 294 685

Dialogs (Language)

It's Your Turn Now! Using Dialogue Journals with Deaf Students.
141p. 2mf. L2 ED 294 396

Responding to Student Questions: The Effects of Teacher Subject-Matter Knowledge and Experience on Teacher Discourse Strategies.
27p. 1mf. L1 ED 294 842

Dialogue Journals

History of Dialogue Journals and Dissertation Abstracts.
18p. 1mf. L1 ED 294 411

It's Your Turn Now! Using Dialogue Journals with Deaf Students.
141p. 2mf. L2 ED 294 396

Diaries

History of Dialogue Journals and Dissertation Abstracts.
18p. 1mf. L1 ED 294 411

Differential Diplomas

State Graduation Policies and Program Practices Related to High School Special Education Programs: A National Study.
64p. 1mf. L1 ED 294 347

Dilemmas of Schooling

Issues and Dilemmas in Early Childhood Teacher Education.
37p. 1mf. L1 ED 294 690

Direct Instruction

Direct Instruction and Affective Learning in Career Education.
18p. 1mf. L1 ED 293 984

Direct Standard Setting Method

Critique of Difficulty Estimation Methodologies in the Setting of Cut Points and a Discussion of an Alternative Methodology: The Direct Standard Setting Method.
13p. 1mf. L1 ED 294 927

Disabilities

ESC-20 Community-Based Services Work Adjustment Program; Community-Based Work Training Curriculum.
33p. 1mf. L1 ED 294 349

Abuses in Guardianship of the Elderly and Infirm: A National Disgrace. A Report by the Chairman of the Subcommittee on Health and Long-Term Care of the Select Committee on Aging. House of Representatives, One Hundredth Congress, First Session.
95p. 1mf. L1 ED 294 080

American Indian Exceptional Children and Youth. An ERIC Exceptional Child Education Report.
71p. 1mf. L1 ED 294 338

Canadian Symposium on Special Education Issues. Proceedings. (Toronto, Canada, March 4-5, 1986).
116p. 2mf. L1 ED 294 387

Charter of Rights and Special Education: Blessing or Curse?
32p. 1mf. L1 ED 294 392

Computers in Special Education: Using Technology To Make Up the Difference.
27p. 1mf. L1 ED 294 393

Consumer and Homemaking Education for Mainstreamed Handicapped Students in Georgia.
8p. 1mf. L1 ED 293 982

Disabled Children's Project. Annual Report, September 1, 1986, through August 31, 1987. Innovations in Child Protective Services.
77p. 1mf. L1 ED 294 357

Future Is Now: Implications for the Development of (Special) Education Leaders.
14p. 1mf. L1 ED 294 391

How Are We Doing? Issues and Research Related to the Integration of Students with Special Needs.
15p. 1mf. L1 ED 294 388

Illinois Birth to Three Clearinghouse Bibliography Series: "Materials on Home Care" (#18); "Material on Hearing-Impairment and Deafness in the Clearinghouse" (#19); "Audiovisual Materials in the Clearinghouse Collection" (#20); "Materials on Medical Genetics in the Clearinghouse" (#21).
35p. 1mf. L1 ED 294 402

Implementation of the Education of the Handicapped Act Public Law 94-142 . Tenth Annual Report to Congress.
434p. 5mf. L1 ED 294 410

Industrial Rehabilitation in the Public Sector: The Ohio Experience.
15p. 1mf. L1 ED 294 110

Integration in Italy: A Dynamic Movement.
15p. 1mf. L1 ED 294 341

Least Restrictive Environment: Knowing One When You See It. News Digest #5.
9p. 1mf. L1 ED 294 368

Minority Issues in Special Education: A Portrait of the Future. News Digest #9.
9p. 1mf. L1 ED 294 371

Morbidity Costs: National Estimates and Economic Determinants. NCHSR Research Summary Series.
20p. 1mf. L1 ED 294 084

Parent and Teacher Relationships.
10p. 1mf. L2 ED 294 353

Post-Secondary Programmes and Services for Exceptional Persons: North American Trends.
14p. 1mf. L1 ED 294 389

Preschool Programs for Handicapped Children Fastback 257.
36p. 1mf. L1 ED 294 359

Procedural Safeguards Insuring That Handicapped Children Receive a Free Appropriate Public Education. News Digest #7.
9p. 1mf. L1 ED 294 370

Project INTERFACE: Identification of Effective Implementation Strategies for Integrating Microcomputer Instruction into Ongoing Educational Services for the Handicapped. Final Report, 1984-86.
112p. 2mf. L1 ED 294 355

Project KIT (Kids in Transition) Educators Resource Book: A Process of Planning for Change. Revised.
80p. 1mf. L1 ED 294 404

Project KIT (Kids in Transition) Parent Notebook. A Process of Planning for Change. Revised.
83p. 1mf. L1 ED 294 405

Social Skills. News Digest #6.
9p. 1mf. L1 ED 294 369

Special Education for Migrant Students.
41p. 1mf. L1 ED 294 703

Special Education Parents Alliance. Parent-Professional Teamwork Employment Project for Persons with Disabilities: "How-To" Booklet.
20p. 1mf. L1 ED 294 379

Special Education: Views from America's Cities.
95p. 1mf. L1 ED 294 364

State Graduation Policies and Program Practices Related to High School Special Education Programs: A National Study.
64p. 1mf. L1 ED 294 347

Study of the Special Problems and Needs of American Indians with Handicaps Both On and Off the Reservation. Volume I: Executive Summary.
25p. 1mf. L1 ED 294 342

Study of the Special Problems and Needs of American Indians with Handicaps Both On and Off the Reservation. Volume II: Individual Reports. Volume III: Appendices.
337p. 4mf. L1 ED 294 343

Transition Literature Review Educational, Employment, and Independent Living Outcomes, Volume 2.
327p. 4mf. L1 ED 294 383

Transition: New Challenge for Special Education.
13p. 1mf. L1 ED 294 350

Transition: The Roles of Parents, Students, and Professionals. Transition Summary #4.
9p. 1mf. L1 ED 294 367

Women's Initiative Study: Access, Services, and Outcomes for Women with Disabilities in Vocational Rehabilitation.
97p. 2mf. L1 ED 294 000

Disabled Parents

Developmental Course of Young Children with Emotionally Disturbed Mothers.
16p. 1mf. L1 ED 294 401

Disadvantaged Schools

Capacitacion de educadores para areas marginales--I: Caracteristicas y necesidades educativas de los ninos, jovenes y adultos en las poblaciones menos favorecidas, rurales y urbanas. Tercera edicion (Preparation of Educators for Marginal Areas--I: Educational Needs and Characteristics of Children, Youth and Adults in Disadvantaged Populations, Rural and Urban. Third Edition).
32p. 1mf. L1 ED 294 800

Disadvantaged Youth

Job Search Methods of Low-Income Youth.
24p. 1mf. L1 ED 294 019

Youth Indicators 1988: Trends in the Well-Being of American Youth.
142p. 2mf. L1 ED 294 698

Disarmament

Strategy of Defense: A Critical Examination of Global Conflict. A Secondary Level Curriculum for Social Studies.
213p. 3mf. L2 ED 294 776

Discipline

Psychological Abuse in the Schools: An Overview.
22p. 1mf. L1 ED 294 328

Psychological Trauma in the Schools: A Retrospective Study.
18p. 1mf. L1 ED 294 329

Discipline Problems

Innovative Instructional Incentive Plan.
29p. 1mf. L1 ED 294 678

Discourse Analysis

Conversational Analysis of Computer-Mediated Discourse.
23p. 1mf. L1 ED 294 260

Effects of Rhetorical Instruction on Recall Protocols.
27p. 1mf. L1 ED 294 438

Mrs. Aquino Goes to Washington: Completing the Romantic Myth in Corazon Aquino's 1986 Address to the Joint Session of Congress.
15p. 1mf. L1 ED 294 282

Responding to Student Questions: The Effects of Teacher Subject-Matter Knowledge and Experience on Teacher Discourse Strategies.
27p. 1mf. L1 ED 294 842

Rhetoric of the Know-Nothing Party: Nativism as a Response to the Rhetorical Situation.
34p. 1mf. L1 ED 294 283

Discourse Modes

Women and the Dichotomy of Literacy: Public/Private Discourse.
15p. 1mf. L1 ED 294 200

Discourse Organization

Discourse Organization in the Comprehension of Narrative Texts. Technical Report No. 428.
20p. 1mf. L1 ED 294 151

Discrepant Messages

Differences in the Interpretation of Discrepant and Nondiscrepant Messages by Normal and Disturbed Children.
58p. 1mf. L2 ED 294 361

Discriminatory Legislation

Mentally Handicapped Persons and Immigration: A Brief Review.
14p. 1mf. L1 ED 294 365

Discussion (Teaching Technique)

Collaboration with Basic Writers in the Composition Classroom.
16p. 1mf. L1 ED 294 220

Diseases

Differential Diagnosis of Alzheimer's and Other Dementing Diseases. January 1983 through June 1987. National Library of Medicine Literature Search No. 87-6.
48p. 1mf. L1 ED 294 096

Morbidity Costs: National Estimates and Economic Determinants. NCHSR Research Summary Series.
20p. 1mf. L1 ED 294 084

New Lives: Some Case Studies in Minamata.
26p. 1mf. L1 ED 294 386

Dislocated Workers

Displacement, Outplacement, or Inplacement? Options for Business and Industry.
17p. 1mf. L1 ED 294 125

Issues for Active State Management of the JTPA Title III Grant: A Guide for State Planners and Managers.
122p. 2mf. L1 ED 294 054

Technology and Employment. Innovation and Growth in the U.S. Economy. Executive Summary.
30p. 1mf. L2 ED 294 057

Dismissal (Personnel)

Displacement, Outplacement, or Inplacement? Options for Business and Industry.
17p. 1mf. L1 ED 294 125

Displaced Homemakers

Discover: An Educational Opportunity for Women in Transition.
80p. 1mf. L2 ED 294 086

Displacement (Psychology)

Television and Reading: A Research Synthesis.
57p. 1mf. L1 ED 294 532

Dissection

Effect of Animal Dissections on Student Acquisition of Knowledge of and Attitudes toward the Animals Dissected.
20p. 1mf. L1 ED 294 749

Dissipative Structures Theory

Designs for Emerging Order in Qualitative Research: An Alternative Perspective.
16p. 1mf. L1 ED 294 907

Distance Education

Access to Video Equipment for Study Purposes: Undergraduate Students in 1986. Findings from the Costs/Access Survey 1986. Report No. 5.
19p. 1mf. L1 ED 294 557

Computer Assisted Learning or Communications: Which Way for Information Technology in Distance Education? Information Technology Paper No. 250.
18p. 1mf. L1 ED 294 558

Innovations in Distance Education Applied to the Professional Development of Teachers. (A Canadian Perspective).
22p. 1mf. L1 ED 294 574

Instruction from a Distance.
24p. 1mf. L1 ED 294 327

Integrating Television and Audio-Cassettes. A Case Study of TV6, E206: Personality Development and Learning. IET Paper No. 251.
10p. 1mf. L1 ED 294 559

Use of Microcomputers in Distance Teaching Systems. ZIFF Papiere 70.
27p. 1mf. L1 ED 294 013

Division

Concrete-to-Abstract Software Ramp: Environments for Learning Multiplication, Division and Intensive Quantity. Technical Report 87-8.
51p. 1mf. L1 ED 294 713

DMI Mathematics Systems

Content Analysis of the DMI Mathematics Systems Instructional Objectives Inventory according to the 1985-86 National Assessment of Educational Progress Content by Process Matrix for Mathematics.
35p. 1mf. L1 ED 294 930

Doctoral Dissertations

American Dissertations on Foreign Education: A Bibliography with Abstracts. Philippines. Volume XVIII, Part 2, M-Z.
532p. 6mf. L1 ED 294 798

American Dissertations on Foreign Education: A Bibliography with Abstracts. Philippines. Volume XVIII, Part 1, A-L.
562p. 6mf. L1 ED 294 797

Ethnic Folklife Dissertations from the United States and Canada, 1960-1980. A Selected, Annotated Bibliography.
80p. 1mf. L1 ED 294 701

Doctoral Programs

Definition, Development, Direction: The Course in Classical Rhetoric.
11p. 1mf. L1 ED 294 214

Doctoral Scientists and Engineers: A Decade of Change. Special Report. Surveys of Science Resources Series.
119p. 2mf. L1 ED 294 758

Documentation

Documenting Mastery: An Inservice Presentation. Publication #CU7-370-02.
216p. 3mf. L1 ED 294 886

EUDISED Data Network Group Meeting. Working Papers.
15p. 1mf. L1 ED 294 575

Domain Referenced Testing

Evaluation of "Polyweighting" in Domain-Referenced Testing.
32p. 1mf. L1 ED 294 911

Dominican Republic

Youth Exchange Model for Teaching about Natural Resources Development.
14p. 1mf. L1 ED 294 451

Downs Syndrome

Siblings as Communication Trainers for Prelinguistic Infants with Down Syndrome.
175p. 2mf. L1 ED 294 356

Dramatics

Strategies of TV News Dramatization: An Attempt of Discourse Analysis.
17p. 1mf. L1 ED 294 525

Dropout Characteristics

Dropouts, Pushouts and Other Casualties. Hot Topics Series.
238p. 3mf. L1 ED 294 972

Dropout Prevention

Access, Excellence and Student Retention: A Leadership Commitment.
35p. 1mf. L1 ED 294 623

Assessment of the Tennessee Statewide School-College Collaborative for Educational Excellence: The Middle College High School.
32p. 1mf. L1 ED 294 637

Education for Employment Initiatives/Cities-in-Schools Program.
14p. 1mf. L1 ED 294 005

Full-Time Vocational Training Program. Dropout Retrieval.
27p. 1mf. L1 ED 294 006

Innovative Programs To Meet Industry Workforce Needs.
13p. 1mf. L1 ED 293 995

Dropout Programs

Children At Risk: An Urban Education Network Conference Proceedings. (Louisville, KY, December 1985). Occasional Paper No. 023.
42p. 1mf. L1 ED 294 974

Establishing Service Goals for School Dropouts under the Job Training Partnership Act. Final Report.
100p. 2mf. L1 ED 294 056

Full-Time Vocational Training Program. Dropout Retrieval.
27p. 1mf. L1 ED 294 006

Dropout Rate

Dropouts, Pushouts and Other Casualties. Hot Topics Series.
238p. 3mf. L1 ED 294 972

Dropouts

Access, Excellence and Student Retention: A Leadership Commitment.
35p. 1mf. L1 ED 294 623

Dropouts, Pushouts and Other Casualties. Hot Topics Series.
238p. 3mf. L1 ED 294 972

Reducing Dropouts.
41p. 1mf. L1 ED 294 951

Drug Abuse

Alcohol/Drug-Free Schools in New York State. Planning and Policy Guidelines.
99p. 2mf. L1 ED 294 120

Alcoholic Child in the Elementary School.
64p. 1mf. L1 ED 294 692

Drug Abuse Prevention: Further Efforts Needed To Identify Programs That Work. Report to the Select Committee on Narcotics Abuse and Control, House of Representatives.
64p. 1mf. L1 ED 294 116

Drug Education

Alcoholic Child in the Elementary School.
64p. 1mf. L1 ED 294 692

Drug Abuse Prevention: Further Efforts Needed To Identify Programs That Work. Report to the Select Committee on Narcotics Abuse and Control, House of Representatives.
64p. 1mf. L1 ED 294 116

Drug Legislation

Medical Devices and Drug Issues. Hearing before the Subcommittee on Health and the Environment of the Committee on Energy and Commerce, House of Representatives, One Hundredth Congress, First Session (April 8, 21, and May 4, 1987).
405p. 5mf. L1 ED 294 093

Physician Dispensing of Drugs. Hearing before the Subcommittee on Health and the Environment of the Committee on Energy and Commerce. House of Representatives, One Hundredth Congress, First Session on H.R. 2093, a Bill To Amend the Federal Food, Drug, and Cosmetic Act To Limit the Dispensing of Certain Drugs by Practitioners.
197p. 3mf. L1 ED 294 094

Drug Therapy

Medical Devices and Drug Issues. Hearing before the Subcommittee on Health and the Environment of the Committee on Energy and Commerce, House of Representatives, One Hundredth Congress, First Session (April 8, 21, and May 4, 1987).
405p. 5mf. L1 ED 294 093

Drug Use

Employee Drug Testing. Testimony. Statement (Summary) of L. Nye Stevens, Associate Director, General Government Division, before the Subcommittee on Employment Opportunities, Committee on Education and Labor, House of Representatives.
10p. 1mf. L1 ED 294 024

Medical Devices and Drug Issues. Hearing before the Subcommittee on Health and the Environment of the Committee on Energy and Commerce, House of Representatives, One Hundredth Congress, First Session (April 8, 21, and May 4, 1987).
405p. 5mf. L1 ED 294 093

Drug Use Testing

Employee Drug Testing. Testimony. Statement (Summary) of L. Nye Stevens, Associate Director, General Government Division, before the Subcommittee on Employment Opportunities, Committee on Education and Labor, House of Representatives.
10p. 1mf. L1 ED 294 024

Dual Career Family

Dual Career Mothers' Role Conflict, Parental Roles, and Gender Roles.
26p. 1mf. L1 ED 294 073

Due Process

Procedural Safeguards Insuring That Handicapped Children Receive a Free Appropriate Public Education. News Digest #7.
9p. 1mf. L1 ED 294 370

Dutch

Experimental Research on the Explanation of Item Bias.
13p. 1mf. L1 ED 294 912

Dyslexia

Macintosh Lab Monitor, Numbers 1-4.
98p. 2mf. L2 ED 294 345

Early Admission

Chronological Age at School Entrance and the Prevention of Learning Disabilities: Policy Making and the Misinterpretation of Research.
30p. 1mf. L1 ED 294 409

Early Childhood Education

Cross-Cultural Study of Parents' Perceptions of Early Childhood Programs.
41p. 1mf. L1 ED 294 695

Early Childhood Education: The Status of State Involvement.
16p. 1mf. L2 ED 294 691

Hothousing Young Children: Implications for Early Childhood Policy and Practice.
3p. 1mf. L1 ED 294 653

Projects for Peace: We Can Take Action.
7p. 1mf. L1 ED 294 819

Public School Early Childhood Programs. A Resource Guide.
205p. 3mf. L2 ED 294 685

Early Intervention Programs

Models of Effective Migrant Education Programs.
123p. 2mf. L1 ED 294 704

Early Parenthood

Beyond Stereotypes. Who Becomes a Single Teenage Mother?
101p. 2mf. L2 ED 294 975

Differences in Participation in a Support Program for Adolescent Mothers.
15p. 1mf. L1 ED 294 083

Nutrition & Adolescent Pregnancy: A Selected Annotated Bibliography.
108p. 2mf. L1 ED 294 112

Teen-Age Pregnancies: Can We Afford Not To Prevent Them?
14p. 1mf. L2 ED 294 098

Eating Disorders

Eating Disorders: The Impact on Children and Families. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session (San Francisco, CA, July 31, 1987).
162p. 2mf. L1 ED 294 092

Eating Habits

Eating Disorders: The Impact on Children and Families. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session (San Francisco, CA, July 31, 1987).
162p. 2mf. L1 ED 294 092

Economic Change

Strategic Context of Education in America, 1985-1995.
81p. 1mf. L1 ED 294 790

Economic Development

Navamaga: Training Activities for Group Building, Health and Income Generation.
335p. 4mf. L2 ED 294 001

Regionalism and Development in Early Nineteenth Century Spanish America.
19p. 1mf. L1 ED 294 823

Supervisors' Role and the Use of Failure in Guatemala's Schools.
15p. 1mf. L1 ED 294 315

Economic Factors

Head to Head That Had to Happen: A Case Study of Television Sport and Entrepreneurship.
42p. 1mf. L1 ED 294 554

Morbidity Costs: National Estimates and Economic Determinants. NCHSR Research Summary Series.
20p. 1mf. L1 ED 294 084

Economic Progress

Technology and Employment. Innovation and Growth in the U.S. Economy. Executive Summary.
30p. 1mf. L2 ED 294 057

Economic Status

Falling through the Safety Net: Latinos and the Declining Effectiveness of Anti-Poverty Programs in the 1980s. Public Policy Report 1.
20p. 1mf. L1 ED 294 946

Economically Disadvantaged

Establishing Service Goals for School Dropouts under the Job Training Partnership Act. Final Report.
100p. 2mf. L1 ED 294 056

Public School Early Childhood Programs. A Resource Guide.
205p. 3mf. L2 ED 294 685

Economics

Agricultural Chartbook 1988. Agriculture Handbook No. 673.
115p. 2mf. L1 ED 294 028

Conditional Approach to Projecting Farm Structure.
50p. 1mf. L1 ED 294 029

Losing Chlordimeform Use in Cotton Production. Its Effects on the Economy and Pest Resistance. Agricultural Economic Report Number 587.
36p. 1mf. L1 ED 294 030

Simple Forecasting Model Linking Macroeconomic Policy to Industrial Employment Demand.
41p. 1mf. L1 ED 294 031

Economics Education

Implications of Non-Specialists Teaching Outside Their Main Subject: A Case Study with Special Reference to the Economics Education 14-16 Project. Research Papers in Economics Education #12.
31p. 1mf. L1 ED 294 781

Use Made in Economics and Allied Subjects of Material Supplied by Industry. Research Papers in Economics Education #11.
33p. 1mf. L1 ED 294 782

Editors

U.S. Editors' Perceptions of World Press Problems: An Agenda for Future Research.
29p. 1mf. L1 ED 294 290

Education Consolidation Improvement Act Cha

Evaluation of Chapter I in the Montgomery County Public Schools. Chapter I Students in the Montgomery County Public Schools: A Description and Follow-up.
45p. 1mf. L1 ED 294 947

Strategies & Ideas for Young Readers in Chapter 1 Instructional Activities. Bulletin No. 1826.
134p. 2mf. L1 ED 294 145

Education for All Handicapped Children Act

Procedural Safeguards Insuring That Handicapped Children Receive a Free Appropriate Public Education. News Digest #7.
9p. 1mf. L1 ED 294 370

Special Education for Migrant Students.
41p. 1mf. L1 ED 294 703

Education Majors

Follow-up Study of Selected Graduates from the College of Education University of Central Florida: Final Report (#85-2).
68p. 1mf. L1 ED 294 832

Education of the Handicapped Act Amendments

Preschool Programs for Handicapped Children. Fastback 257.
36p. 1mf. L1 ED 294 359

Education Work Relationship

Job Search Methods of Low-Income Youth.
24p. 1mf. L1 ED 294 019

Transition Literature Review Educational, Employment, and Independent Living Outcomes, Volume 2.
327p. 4mf. L1 ED 294 383

Transition: New Challenge for Special Education.
13p. 1mf. L1 ED 294 350

Transition: The Roles of Parents, Students, and Professionals. Transition Summary #4.
9p. 1mf. L1 ED 294 367

Window on the Workplace? Pupils' and Employers' Views of a Work Experience Scheme.
62p. 1mf. L2 ED 294 037

Educational Administration

Education Structures in the Member States of the European Communities.
155p. 2mf. L1 ED 294 831

Placement of Women and Minority Graduates in Educational Administration.
29p. 1mf. L1 ED 294 302

Educational Assessment

Accountability and Assessment in American Higher Education: Two Case Studies.
30p. 1mf. L1 ED 294 895

Assessment: Fad or Fact of Life? Proceedings of the North East Association for Institutional Research Annual Conference (14th, Rochester, New York, October 25-27, 1987).
294p. 4mf. L1 ED 294 494

Bowie State College Teaching Faculty's Attitudes toward Public Education.
31p. 1mf. L1 ED 294 862

Condition of Education. Elementary and Secondary Education, 1988. Volume 1.
141p. 2mf. L1 ED 294 332

Condition of Education. Postsecondary Education, 1988. Volume 2.
122p. 2mf. L1 ED 294 333

Educating Scientists and Engineers: Grade School to Grad School.
138p. 2mf. L1 ED 294 762

Rural Education in the Northeast United States.
33p. 1mf. L1 ED 294 708

Student Outcomes Assessment Survey 1987-88.
31p. 1mf. L1 ED 294 487

1985 Colorado Writing Assessment: The Results.
54p. 1mf. L1 ED 294 188

Educational Attainment

Explanation of the Beliefs, Values, and Attitudes of Black Students in Fairfax County.
56p. 1mf. L1 ED 294 958

Educational Attitudes

Improving Self-Directed Learning in the Phoenix Air Guard.
120p. 2mf. L1 ED 294 035

Window on the Workplace? Pupils' and Employers' Views of a Work Experience Scheme.
62p. 1mf. L2 ED 294 037

Educational Background

Responding to Student Questions: The Effects of Teacher Subject-Matter Knowledge and Experience on Teacher Discourse Strategies.
27p. 1mf. L1 ED 294 842

Educational Benefits

Cooperative Education.
20p. 1mf. L2 ED 293 998

Window on the Workplace? Pupils' and Employers' Views of a Work Experience Scheme.
62p. 1mf. L2 ED 294 037

Educational Certificates

France: A Study of the Educational System of France and a Guide to the Academic Placement of Students in Educational Institutions of the United States. World Education Series.
290p. 4mf. L2 ED 294 472

Educational Change

Beginning Look at the What and How of Restructuring.
37p. 1mf. L1 ED 294 326

Carnegie Call for Reform: A Second Wave for North Carolina? Proceedings Report.
34p. 1mf. L1 ED 294 850

Doctoral Scientists and Engineers: A Decade of Change. Special Report. Surveys of Science Resources Series.
119p. 2mf. L1 ED 294 758

Dropouts, Pushouts and Other Casualties. Hot Topics Series.
238p. 3mf. L1 ED 294 972

Education for Democratic Work and Citizenship: Building Bridges to Organized Labor.
21p. 1mf. L1 ED 294 783

Educational Reform: Making the Best Choices for North Carolina. Summary of Proceedings. (Greensboro, North Carolina, May 21-22, 1987).
58p. 1mf. L1 ED 294 304

Explanation of Government Response to Educational Demands.
12p. 1mf. L1 ED 294 470

Future Is Now: Implications for the Development of (Special) Education Leaders.
14p. 1mf. L1 ED 294 391

Holmes Group and Carnegie Reports: Teacher Corps Rediscovered?
11p. 1mf. L1 ED 294 855

Intergovernmental Conference on Education and the Economy in a Changing Society: Conclusions of the Chairman.
7p. 1mf. L2 ED 294 683

Junior College Movement: An Historical Review.
29p. 1mf. L2 ED 294 627

Key Technologies. Some Implications for Education and Training. An Occasional Paper.
35p. 1mf. L1 ED 294 012

(Continued)

Educational Change (Continued)
Manual for the 3 Rs: Reading, Reflecting and Reacting. Instructional Model.
77p. 1mf. L1 ED 294 159
New South as Curriculum: Implications for Understanding Southern Race Relations.
15p. 1mf. L1 ED 294 942
Strategies for Excellence: Recommendations for a Productive School Model with Strategies for Achieving the Model. The Final Report of the IASB Committee on Strategies for Excellence.
80p. 1mf. L1 ED 294 298
Student Perceptions of Vocational Education.
12p. 1mf. L1 ED 294 036
Toward a Scientific Practice of Mathematics Education.
28p. 1mf. L1 ED 294 747
Trends in Teacher Education as Reported on the Institutional Questionnaire.
18p. 1mf. L1 ED 294 870
Use of Microcomputers in Distance Teaching Systems. ZIFF Papiere 70.
27p. 1mf. L1 ED 294 013

Educational Cooperation
Albuquerque Public Schools/University of New Mexico Administrative Internship Program: A Unique Response to Today's Realities.
23p. 1mf. L1 ED 294 295
Educational Cooperation in Asia and the Pacific: 20 years of NIER's Activities.
123p. 2mf. L1 ED 294 309
Perceptions of Research Scientists and Science Educators Regarding Science Education: Call for Synergy.
23p. 1mf. L1 ED 294 737
Preservice Preparation of American Educational Administrators: Retrospect and Prospect.
47p. 1mf. L1 ED 294 308

Educational Development
Africa's Agenda for Action: Reform Policies, Renew Progress.
6p. 1mf. L1 ED 294 777
Next Challenge in Gifted Education.
3p. 1mf. L1 ED 294 373

Educational Discrimination
Pie in the Sky; or, Teaching New Paradigms Old Tricks.
11p. 1mf. L1 ED 294 179

Educational Economics
Carnegie Call for Reform: A Second Wave for North Carolina? Proceedings Report.
34p. 1mf. L1 ED 294 850
Intergovernmental Conference on Education and the Economy in a Changing Society: Conclusions of the Chairman.
7p. 1mf. L2 ED 294 683

Educational Environment
Beginning Look at the What and How of Restructuring.
37p. 1mf. L1 ED 294 326
Curriculum Translation in Secondary School Science. An Analysis of Teacher Functional Paradigms.
44p. 1mf. L1 ED 294 765
Dialect Differences: Do They Interfere?
14p. 1mf. L1 ED 294 240
How the Architectural Research Is Used in Educational Facilities and Design in Japan. Phase II.
33p. 1mf. L1 ED 294 318
Improving the Teaching of Science: An Overview of Recent Research.
15p. 1mf. L1 ED 294 294
Performance of Educationally-At-Risk Pacific and Asian Students in a Traditional Academic Program.
16p. 1mf. L1 ED 294 945
Research on Psychosocial Environment Evaluation at University Classrooms: Adaptation of C.U.C.E.I. to the Spanish Educational Context.
15p. 1mf. L1 ED 294 913

Educational Equity (Finance)
Cost of Adult Continuing Education in Ontario.
241p. 3mf. L1 ED 294 004

Educational Experience
In Search of Academic Excellence: Samples of Experience.
25p. 1mf. L1 ED 294 467
Pupil Control Ideology and Behavior and the Quality of School Life.
29p. 1mf. L1 ED 294 938

Educational Facilities Design
How the Architectural Research Is Used in Educational Facilities and Design in Japan. Phase II.
33p. 1mf. L1 ED 294 318

Educational Facilities Planning
How the Architectural Research Is Used in Educational Facilities and Design in Japan. Phase II.
33p. 1mf. L1 ED 294 318
Remarks of Governor Ted Schwinden to the International Conference of the Council of Educational Facility Planners (64th, Edmonton, Alberta, October 3, 1987.
9p. 1mf. L1 ED 294 320

Educational Finance
China: Issues and Prospects in Education. Annex 1 to China, Long-Term Development Issues and Options. A World Bank Country Study.
99p. 2mf. L2 ED 294 830

Educational Games
Children's Games: Resources for International Understanding.
22p. 1mf. L1 ED 294 684

Educational History
Analysis of Texts on School Administration 1820-1985. (The Reciprocal Relationship between the Literature and the Profession).
141p. 2mf. L2 ED 294 314
Junior College Movement: An Historical Review.
29p. 1mf. L2 ED 294 627

Educational Improvement
Capacitacion de educadores para areas marginales--I: Caracteristicas y necesidades educativas de los ninos, jovenes y adultos en las poblaciones menos favorecidas, rurales y urbanas. Tercera edicion (Preparation of Educators for Marginal Areas--I: Educational Needs and Characteristics of Children, Youth and Adults in Disadvantaged Populations, Rural and Urban. Third Edition).
32p. 1mf. L1 ED 294 800
Children At Risk: An Urban Education Network Conference Proceedings. (Louisville, KY, December 1985). Occasional Paper No. 023.
42p. 1mf. L1 ED 294 974
Collaborative Arrangements.
9p. 1mf. L1 ED 294 956
Critical Ingredients for School Improvement Efforts.
20p. 1mf. L1 ED 294 325
Developing Effective Instructional Programs.
26p. 1mf. L1 ED 294 950
Educational Reform: Making the Best Choices for North Carolina. Summary of Proceedings. (Greensboro, North Carolina, May 21-22, 1987).
58p. 1mf. L1 ED 294 304
Helping Limited English Proficient Students Succeed.
14p. 1mf. L1 ED 294 953
Improving Teacher Effectiveness.
22p. 1mf. L1 ED 294 954
Indicator Systems for Monitoring Mathematics and Science Education.
96p. 1mf. L2 ED 294 738
Innovative Instructional Incentive Plan.
29p. 1mf. L1 ED 294 678
Making Schools Work for Underachieving Minority Students: Next Steps for Research, Policy and Practice. Report on Local Activities. Proceedings of the Conference (Los Angeles, California, June 25-26, 1987).
323p. 4mf. L1 ED 294 948
Mission Possible: Innovations in the Bronx Schools. Fastback 269.
33p. 1mf. L1 ED 294 960
Our National Dilemma.
40p. 1mf. L1 ED 294 949
Performance Contracting.
22p. 1mf. L1 ED 294 300
Preparing Students for Success at the Postsecondary Level.
24p. 1mf. L1 ED 294 952
Role of Testing and Evaluation.
104p. 2mf. L1 ED 294 955
Strategies for Excellence: Recommendations for a Productive School Model with Strategies for Achieving the Model. The Final Report of the IASB Committee on Strategies for Excellence.
80p. 1mf. L1 ED 294 298

Educational Information
Role of Context Changes in Federal Education Dissemination.
11p. 1mf. L1 ED 294 585

Educational Innovation
Celebrating Two Decades of Innovation, 1968-1988.
79p. 1mf. L1 ED 294 614

Educational Issues
Role of Context Changes in Federal Education Dissemination.
11p. 1mf. L1 ED 294 585

Educational Legislation
Abreast of the Lawmakers: State Level Public Policy Affecting Community College Education, Input 1984. A Report to the National Council of State Directors of Community and Junior Colleges (NCSDCJC).
51p. 1mf. L1 ED 294 638
Higher Education Amendments of 1986 (P.L. 99-498): A Summary of Provisions. 87-187 EPW.
104p. 2mf. L1 ED 294 485
Implementation of the Education of the Handicapped Act Public Law 94-142 . Tenth Annual Report to Congress.
434p. 5mf. L1 ED 294 410
Learning Disabilities: A Report to the U.S. Congress.
236p. 3mf. L1 ED 294 358
Procedural Safeguards Insuring That Handicapped Children Receive a Free Appropriate Public Education. News Digest #7.
9p. 1mf. L1 ED 294 370
State Legislation and State Level Public Policy Affecting Community, Junior, and Two-Year Technical College Education, 1985. A Report to the National Council of State Directors of Community and Junior Colleges (NCSDCJC).
47p. 1mf. L1 ED 294 639

Educational Malpractice
Legal Issues Affecting Faculty and Administration in Higher Education.
20p. 1mf. L1 ED 294 466

Educational Media
Music and You: Teacher Guide.
29p. 1mf. L2 ED 294 397

Educational Needs
Child Care Update: 1987.
27p. 1mf. L1 ED 294 650
Correlates of Elementary School Retention: A Case Study. Report #537.
9p. 1mf. L1 ED 294 675
Education and Community Renewal: Assessment of Need in Distressed Communities.
51p. 1mf. L1 ED 294 961
Here They Come: Ready or Not! Report of the School Readiness Task Force.
33p. 1mf. L2 ED 294 697
Issues and Dilemmas in Early Childhood Teacher Education.
37p. 1mf. L1 ED 294 690
Needs Analysis of Higher Primary Teachers in Kwa Zulu. Report of a Project: "Improvement of English Language Proficiency of Black Primary School Teachers in Southern Africa."
106p. 2mf. L1 ED 294 427
Sit Down, Shut Up, or Get Out. A Mother's Message to Teachers of Gifted Students.
17p. 1mf. L1 ED 294 360
Special Education for Migrant Students.
41p. 1mf. L1 ED 294 703
Transition Literature Review Educational, Employment, and Independent Living Outcomes, Volume 2.
327p. 4mf. L1 ED 294 383

Educational Objectives
Curriculum Organization in Outcome-Based Education.
9p. 1mf. L1 ED 294 313
Essential Skills: Reading.
31p. 1mf. L1 ED 294 147
Essential Skills: Writing.
21p. 1mf. L1 ED 294 226
Establishing Service Goals for School Dropouts under the Job Training Partnership Act. Final Report.
100p. 2mf. L1 ED 294 056
Five Tips To Improve Teaching. Research in Brief.
3p. 1mf. L1 ED 294 863
Instructional Uses of Computers at the University of Washington.
24p. 1mf. L1 ED 294 571
Intergovernmental Conference on Education and the Economy in a Changing Society: Conclusions of the Chairman.
7p. 1mf. L2 ED 294 683
Reconceptualizing the Baccalaureate Nursing Curriculum.
48p. 1mf. L1 ED 294 471
Strategies for Excellence: Recommendations for a Productive School Model with Strategies for Achieving the Model. The Final Report of the IASB Committee on Strategies for Excellence.
80p. 1mf. L1 ED 294 298
Using Video to Enhance Instruction.
70p. 1mf. L1 ED 294 573

Educational Philosophy
Alan Bloom's "The Closing of the American Mind": Two Perspectives.
34p. 1mf. L1 ED 294 971
Analysis of Texts on School Administration 1820-1985. (The Reciprocal Relationship between the Literature and the Profession).
141p. 2mf. L2 ED 294 314
Clinical Supervision and Teacher Evaluation: Positions of Hunter, Garman and Glickman Interpreted as Literal or Figurative Language.
33p. 1mf. L1 ED 294 301
Toward a Scientific Practice of Mathematics Education.
28p. 1mf. L1 ED 294 747

Educational Planning
Creating a Computer-Using Secondary School Faculty through Staff Development.
7p. 1mf. L1 ED 294 568
Education of Severely and Profoundly Handicapped Children and Youth: Some Issues That Currently Need To Be Resolved.
15p. 1mf. L1 ED 294 390
Future Is Now: Implications for the Development of (Special) Education Leaders.
14p. 1mf. L1 ED 294 391
Here They Come: Ready or Not! Report of the School Readiness Task Force.
33p. 1mf. L2 ED 294 697
Innovative Instructional Incentive Plan.
29p. 1mf. L1 ED 294 678
Perceived Importance of Future Characteristics of Postsecondary Vocational Education Curriculum among Key Decision-Making Groups.
20p. 1mf. L1 ED 294 008
Project KIT (Kids in Transition) Parent Notebook. A Process of Planning for Change. Revised.
83p. 1mf. L1 ED 294 405
Strategic Context of Education in America, 1985-1995.
81p. 1mf. L1 ED 294 790
Training of Trainers in Educational Planning. Report of an IIEP Workshop (Nairobi, Kenya, June 29-July 10, 1987).
160p. 2mf. L2 ED 294 847

Educational Policy
Caring for Children in the Commonwealth: Problems and Policy. Occasional Paper 1.14.
38p. 1mf. L2 ED 294 693
Code of Practice for Scientific Diving: Principles for the Safe Practice of Scientific Diving in Different Environments. Unesco Technical Papers in Marine Science 53.
290p. 4mf. L2 ED 294 769
Differing Policy Implications of Alternate Multiple Regressions Using the Same Set of Student Background Variables to Predict Academic Achievement.
15p. 1mf. L1 ED 294 902
Intergovernmental Conference on Education and the Economy in a Changing Society: Conclusions of the Chairman.
7p. 1mf. L2 ED 294 683
State Graduation Policies and Program Practices Related to High School Special Education Programs: A National Study.
64p. 1mf. L1 ED 294 347

Educational Practices
Children's Free Play: What Has Happened to It?
14p. 1mf. L1 ED 294 656
How Are We Doing? Issues and Research Related to the Integration of Students with Special Needs.
15p. 1mf. L1 ED 294 388
Issues and Dilemmas in Early Childhood Teacher Education.
37p. 1mf. L1 ED 294 690
Public School Early Childhood Programs. A Resource Guide.
205p. 3mf. L2 ED 294 685

Educational Quality
Bowie State College Teaching Faculty's Attitudes toward Public Education.
31p. 1mf. L1 ED 294 862
Improving Indicators of the Quality of Science and Mathematics Education in Grades K-12.
231p. 3mf. L2 ED 294 717
Planning the Future: Report of the Regents on the Future of The University of Wisconsin System.
61p. 1mf. L1 ED 294 483
Public School Early Childhood Programs. A Resource Guide.
205p. 3mf. L2 ED 294 685
Quality in Continuing Education: Principles, Practices, and Standards for Colleges and Universities. Jossey-Bass Higher Education Series.
195p. mf. L3 ED 294 499

Educational Radio
Primer for In-School Productions.
25p. 1mf. L1 ED 294 566

Educational Research
Assessment of the Importance of Joseph Mayer Rice in American Educational Research.
64p. 1mf. L1 ED 294 920
Brain Research: The Necessity for Separating Sites, Actions and Functions.
9p. 1mf. L1 ED 294 374
Canadian Symposium on Special Education Issues. Proceedings. (Toronto, Canada, March 4-5, 1986).
116p. 2mf. L1 ED 294 387
Designs for Emerging Order in Qualitative Research: An Alternative Perspective.
16p. 1mf. L1 ED 294 907
EUDISED Data Network Group Meeting. Working Papers.
15p. 1mf. L1 ED 294 575
How Are We Doing? Issues and Research Related to the Integration of Students with Special Needs.
15p. 1mf. L1 ED 294 388
Priorities for Research and Development in Vocational Education. Monographs Prepared in Partial Fulfillment of a Planning Grant for a National Center for Research in Vocational Education.
136p. 2mf. L1 ED 293 981
Science & Engineering Indicators--1987.
382p. 4mf. L1 ED 294 746

Educational Researchers
Preparing Minorities and Women as Researchers: Have We Learned Anything?
7p. 1mf. L1 ED 294 469

Educational Resources
Condition of Education. Elementary and Secondary Education, 1988. Volume 1.
141p. 2mf. L1 ED 294 332
Condition of Education. Postsecondary Education, 1988. Volume 2.
122p. 2mf. L1 ED 294 333
Resources in Education (RIE). Volume 23, Number 10.
p. mf. L2 ED 293 975
State of U.S. Science and Engineering. A View from the National Science Board.
6p. 1mf. L1 ED 294 748
Using Video to Enhance Instruction.
70p. 1mf. L1 ED 294 573

Educational Responsibility
How To Help Your Child as a Learner. Selected Papers Number 51.
24p. 1mf. L1 ED 294 659

Educational Strategies
Strategies in Composition: Ideas That Work in the Classroom.
41p. 1mf. L1 ED 294 181

Educational Technology
ADCIS Conference Proceedings. International Conference (29th, Oakland, California, November 9-12, 1987).
405p. 5mf. L1 ED 294 567
Interactive Videodisc as a Component in a Multi-Method Approach to Anatomy and Physiology.
6p. 1mf. L1 ED 294 624

Educational Television
Innovations in Distance Education Applied to the Professional Development of Teachers. (A Canadian Perspective).
22p. 1mf. L1 ED 294 574
Integrating Television and Audio-Cassettes. A Case Study of TV6, E206: Personality Development and Learning. IET Paper No. 251.
10p. 1mf. L1 ED 294 559
Learning from Television. IET Paper No. 266.
21p. 1mf. L1 ED 294 560
Primer for In-School Productions.
25p. 1mf. L1 ED 294 566
Reappraisal of Instructional Television. ERIC Digest.
3p. 1mf. L1 ED 294 569

Educational Testing
Role of Testing and Evaluation.
104p. 2mf. L1 ED 294 955

Educational Theories
Cognition, Construction of Knowledge, and Teaching.
20p. 1mf. L1 ED 294 754

Educational Trends
Abreast of the Lawmakers: State Level Public Policy Affecting Community College Education, Input 1984. A Report to the National Council of State Directors of Community and Junior Colleges (NCSDCJC).
51p. 1mf. L1 ED 294 638
Canadian Symposium on Special Education Issues. Proceedings. (Toronto, Canada, March 4-5, 1986).
116p. 2mf. L1 ED 294 387
State Legislation and State Level Public Policy Affecting Community, Junior, and Two-Year Technical College Education, 1985. A Report to the National Council of State Directors of Community and Junior Colleges (NCSDCJC).
47p. 1mf. L1 ED 294 639
Strategic Context of Education in America, 1985-1995.
81p. 1mf. L1 ED 294 790
Student Perceptions of Vocational Education.
12p. 1mf. L1 ED 294 036
What High School Students Know and Can Do.
17p. 1mf. L1 ED 293 996

Educationally Disadvantaged
Preparing Students for Success at the Postsecondary Level.
24p. 1mf. L1 ED 294 952
Reaching Marginal Students: A Primary Concern for School Renewal.
165p. mf. L3 ED 294 306

Effective Schools Research
Improving the Teaching of Science: An Overview of Recent Research.
15p. 1mf. L1 ED 294 294

Egocentrism
Empathy, Communication, and Prosocial Behavior.
41p. 1mf. L1 ED 294 266

Egypt
Reading Habits of Adults in Egypt.
45p. 1mf. L1 ED 294 157

Eiseley (Loren)
Narrative Topic and the Contemporary Science Essay: A Lesson from Loren Eiseley's Notebooks.
18p. 1mf. L1 ED 294 213

El Salvador
El Salvador and Nicaragua in Four Elite U.S. Newspapers: Multiple Images and the Journalist's Reporting Perspective.
38p. 1mf. L1 ED 294 208

Elective Courses
Effects of Increased Academic Requirements for Graduation on Secondary Vocational Education Programs.
150p. 2mf. L1 ED 294 018
Performance of Educationally-At-Risk Pacific and Asian Students in a Traditional Academic Program.
16p. 1mf. L1 ED 294 945

Elementary Education
Elementary Counseling: A Program Model.
16p. 1mf. L1 ED 294 124

Elementary School Curriculum
Listening in Australia: Lessons from Down Under.
16p. 1mf. L1 ED 294 255
Report of Evaluation: Enrichment Kindergarten Program 1985-86.
79p. 1mf. L1 ED 294 652
Using Literature To Teach in All Curriculum Areas K-3.
69p. 1mf. L1 ED 294 694

Elementary School Mathematics
Children's Misconceptions about the Multidigit Subtraction Algorithm.
10p. 1mf. L1 ED 294 766
Concrete-to-Abstract Software Ramp: Environments for Learning Multiplication, Division and Intensive Quantity. Technical Report 87-8.
51p. 1mf. L1 ED 294 713
Indicator Systems for Monitoring Mathematics and Science Education.
96p. 1mf. L2 ED 294 738
Investigations in Mathematics Education. Volume 20, Number 3.
71p. 1mf. L1 ED 294 715
Kendall Demonstration Elementary School: Mathematics Curriculum Guide. Second Edition.
149p. 2mf. L2 ED 294 399
Mathematical, Technical, and Pedagogical Challenges in the Graphical Representation of Functions. Final Technical Report 88-4.
124p. 2mf. L1 ED 294 712
Mathematics Learning in the Elementary School. ERIC/SMEAC Mathematics Education Digest No. 2, 1987.
4p. 1mf. L1 ED 294 719
Problem Solving: Tips for Teachers. Selections from the "Arithmetic Teacher."
83p. mf. L3 ED 294 757
Projects To Enrich School Mathematics. Level 2.
93p. mf. L3 ED 294 709
Solving Word Problems in the Primary Grades: Addition and Subtraction.
35p. mf. L3 ED 294 744
Toward a Scientific Practice of Mathematics Education.
28p. 1mf. L1 ED 294 747
van Hiele Model of Thinking in Geometry among Adolescents. Journal for Research in Mathematics Education Monograph Number 3.
195p. mf. L3 ED 294 770
What Counts in Elementary Mathematical Evaluation?
19p. 1mf. L1 ED 294 759

Elementary School Science
Assessing the Effectiveness of Instructional Materials Designed for Elementary Science Methods Students.
16p. 1mf. L1 ED 294 728
Children's Conceptions of Plants as Living Things.
18p. 1mf. L1 ED 294 732
Cognition, Construction of Knowledge, and Teaching.
20p. 1mf. L1 ED 294 754
Educating Scientists and Engineers: Grade School to Grad School.
138p. 2mf. L1 ED 294 762
Improving the Attitudes of Primary Teachers and Students towards Science by Using a Hands-On Approach.
84p. 1mf. L2 ED 294 729
Indicator Systems for Monitoring Mathematics and Science Education.
96p. 1mf. L2 ED 294 738
Natural Resources Education Notebook.
270p. 3mf. L2 ED 294 756
Ontario Science Education Report Card. Canadian National Comparisons. Research Brief.
94p. 1mf. L1 ED 294 726
Work Plan of APEID for the Fourth Programming Cycle 1987-1991. Programme Development Meeting (Bangkok, 28 May-June 2, 1986).
221p. 3mf. L2 ED 294 714

Elementary School Students
Alcoholic Child in the Elementary School.
64p. 1mf. L1 ED 294 692
Correlates of Elementary School Retention: A Case Study. Report #537.
9p. 1mf. L1 ED 294 675
Effects of Fantasy Context on Children's Learning and Motivation.
10p. 1mf. L1 ED 294 676
Homework: Suggestions for Educators.
11p. 1mf. L1 ED 294 504
Students' Interactions--Developmental Framework: The Social Sphere.
46p. 1mf. L1 ED 294 680
Study of Cooperative Learning in Mathematics, Writing and Reading as Implemented in Third, Fourth and Fifth Grade Classes: A Focus upon Achievement, Attitudes and Self-Esteem for Males, Females, Blacks, Hispanics and Anglos.
64p. 1mf. L1 ED 294 926
Teacher's Guide for Young People's Concerts.
49p. 1mf. L1 ED 294 774
Using Vocabulary Acquisition To Improve the Performance in Reading and Attitude of Students in Second Grade.
130p. 2mf. L1 ED 294 670

Elementary School Teachers
Needs Analysis of Higher Primary Teachers in Kwa Zulu. Report of a Project: "Improvement of English Language Proficiency of Black Primary School Teachers in Southern Africa."
106p. 2mf. L1 ED 294 427

Elementary Secondary Education
Condition of Education. Elementary and Secondary Education, 1988. Volume 1.
141p. 2mf. L1 ED 294 332
Conspiracy of Good Intentions. America's Textbook Fiasco.
127p. 2mf. L1 ED 294 764
France: A Study of the Educational System of France and a Guide to the Academic Placement of Students in Educational Institutions of the United States. World Education Series.
290p. 4mf. L2 ED 294 472
Making Schools Work for Underachieving Minority Students: Next Steps for Research, Policy and Practice. Report on Local Activities. Proceedings of the Conference (Los Angeles, California, June 25-26, 1987).
323p. 4mf. L1 ED 294 948
Mastery Learning Reconsidered. Report No. 7. January, 1987.
84p. 1mf. L1 ED 294 891

Elementary Secondary Education Act Title I
Evaluation of ESEA Title I--Program Operations and Educational Effects. A Report to Congress.
118p. 2mf. L1 ED 294 957

Eligibility
Maintaining Children in the Least Restrictive Environment: Bias in the Decision Making Process of Special Education Placement Teams.
122p. 2mf. L1 ED 294 339
Report by the Board of Regents to the Governor and the Legislature on the Aid for Part-Time Study Program: 1987. The Third Year.
19p. 1mf. L1 ED 294 505

Emerging Occupations
Key Technologies. Some Implications for Education and Training. An Occasional Paper.
35p. 1mf. L1 ED 294 012

Emerging Order
Designs for Emerging Order in Qualitative Research: An Alternative Perspective.
16p. 1mf. L1 ED 294 907

Emotional Adjustment
New Lives: Some Case Studies in Minamata.
26p. 1mf. L1 ED 294 386
Psychological Issues in the Recovery of an Army Unit after Traumatic Loss.
22p. 1mf. L1 ED 294 068

Emotional Development
Long-Term Follow-up Study of Children Developmentally Retarded by Early Environmental Deprivation.
10p. 1mf. L1 ED 294 377
Students' Interactions--Developmental Framework: The Social Sphere.
46p. 1mf. L1 ED 294 680

Emotional Disturbances
Children's Mental Health: Promising Responses to Neglected Problems. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session.
242p. 3mf. L1 ED 294 117
Developmental Course of Young Children with Emotionally Disturbed Mothers.
16p. 1mf. L1 ED 294 401
Differences in the Interpretation of Discrepant and Nondiscrepant Messages by Normal and Disturbed Children.
58p. 1mf. L2 ED 294 361
Focal Point. Volume 1, Fall 1986--Spring/Summer 1987.
37p. 1mf. L1 ED 294 352
Vocational Training for Students Who Are Seriously Emotionally Disturbed. Teaching Research.
9p. 1mf. L1 ED 293 997

Emotional Experience
Is Teaching Also a Moral Craft for Secondary School Teachers? Cognitive and Emotional Processes of Student Teachers in Professional Development During Teacher Education.
35p. 1mf. L1 ED 294 875

Emotional Problems
Children's Mental Health: Promising Responses to Neglected Problems. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session.
242p. 3mf. L1 ED 294 117
Developmental Consequences of Child Abuse. Selected Papers Number 52.
23p. 1mf. L1 ED 294 660
Psychological Abuse in the Schools: An Overview.
22p. 1mf. L1 ED 294 328
Psychological Trauma in the Schools: A Retrospective Study.
18p. 1mf. L1 ED 294 329
Recovering Alcoholic Police Officer and the Danger of Professional Emotional Suppression.
17p. 1mf. L1 ED 294 099

Emotional Response
Australian Children's Thinking about Death: A Sydney-Based Study. Selected Papers Number 49.
21p. 1mf. L1 ED 294 657
Psychological Issues in the Recovery of an Army Unit after Traumatic Loss.
22p. 1mf. L1 ED 294 068

Empathy
Effects of Group Creativity Training on Teachers' Empathy and Interactions with Students.
22p. 1mf. L1 ED 294 858

Employed Parents
Dual Career Mothers' Role Conflict, Parental Roles, and Gender Roles.
26p. 1mf. L1 ED 294 073

Employed Women
Computer Chips and Paper Clips. Technology and Women's Employment. Volume I.
234p. 3mf. L2 ED 294 021
Computer Chips and Paper Clips. Technology and Women's Employment. Volume II. Case Studies and Policy Perspectives.
450p. 5mf. L2 ED 294 022
Man-Made Skill: Women Challenging the Tradition in England, Sweden and Germany. Ideas for Australia.
125p. 2mf. L1 ED 293 986
Marital Problems of Rural/Small City Working Wives: A Study of the Nature and Severity of Marital Problems.
29p. 1mf. L1 ED 294 129
Retirement Equity Act of 1984: Its Impact on Women.
22p. 1mf. L1 ED 294 079

Employee Attitudes
Improving Self-Directed Learning in the Phoenix Air Guard.
120p. 2mf. L1 ED 294 035
Language Training in Industry with Special Reference to the Cape Town Metropolitan Area (Area 39).
76p. 1mf. L1 ED 294 428

Employees
Do Women Profit from the Fact That They Perform the Same Sort of Work as Men?
14p. 1mf. L1 ED 294 087

(Continued)

Employees *(Continued)*
Employee Drug Testing. Testimony. Statement (Summary) of L. Nye Stevens, Associate Director, General Government Division, before the Subcommittee on Employment Opportunities, Committee on Education and Labor, House of Representatives. 10p. 1mf. L1 ED 294 024
Industrial Rehabilitation in the Public Sector: The Ohio Experience. 15p. 1mf. L1 ED 294 110
Morbidity Costs: National Estimates and Economic Determinants. NCHSR Research Summary Series. 20p. 1mf. L1 ED 294 084

Employer Attitudes
Employee Drug Testing. Testimony. Statement (Summary) of L. Nye Stevens, Associate Director, General Government Division, before the Subcommittee on Employment Opportunities, Committee on Education and Labor, House of Representatives. 10p. 1mf. L1 ED 294 024
Window on the Workplace? Pupils' and Employers' Views of a Work Experience Scheme. 62p. 1mf. L2 ED 294 037

Employer Employee Relationship
Corporate Culture Climate at the Crossroads: Back to the Future. 19p. 1mf. L1 ED 294 275
Cross-Disciplinary Dialogue on the Effects of Gender Stereotypical Speech Style in a Management Setting. 33p. 1mf. L1 ED 294 272

Employers
Employers and Medicare as Partners in Financing Health Care for the Elderly. 24p. 1mf. L1 ED 294 114

Employment Interviews
Job Skills. Youth Employment Competency Tests and Curriculum Guide. 99p. 2mf. L1 ED 294 053

Employment Level
Background, Education and Work as Predictors of Adult Skills. 42p. 1mf. L1 ED 294 010
Career Paths in Higher Education Administration. 35p. 1mf. L1 ED 294 506
Computer Chips and Paper Clips. Technology and Women's Employment. Volume I. 234p. 3mf. L2 ED 294 021
Effects of Parenthood on the Career Orientation and Job Characteristics of Young Adults. A Rand Note. 36p. 1mf. L2 ED 294 044
Success Stories 1978-1988. The Past & Present. Tenth Anniversary Celebration. 50p. 1mf. L1 ED 293 985

Employment Opportunities
Careers in the Renewable Energy and Conservation Professions and Trades. 5p. 1mf. L1 ED 294 730
Communications at the Crossroads: Parity and Perceptions of Minority Participation. 40p. 1mf. L1 ED 294 253
Cost-Effectiveness Study of the Two-Year Dental Hygiene Program at Fayetteville Technical Institute. 132p. 2mf. L1 ED 294 632
Education as a Career. 58p. 1mf. L2 ED 294 848
Technology and Employment. Innovation and Growth in the U.S. Economy. Executive Summary. 30p. 1mf. L2 ED 294 057

Employment Patterns
"Creative" Work Schedules. 13p. 1mf. L1 ED 294 011
Careers in the Renewable Energy and Conservation Professions and Trades. 5p. 1mf. L1 ED 294 730
Computer Chips and Paper Clips. Technology and Women's Employment. Volume I. 234p. 3mf. L2 ED 294 021
Computer Chips and Paper Clips. Technology and Women's Employment. Volume II. Case Studies and Policy Perspectives. 450p. 5mf. L2 ED 294 022
Cost-Effectiveness Study of the Two-Year Dental Hygiene Program at Fayetteville Technical Institute. 132p. 2mf. L1 ED 294 632
Do Women Profit from the Fact That They Perform the Same Sort of Work as Men? 14p. 1mf. L1 ED 294 087
Graying of the Professoriate. Occasional Paper No. 9. 21p. 1mf. L1 ED 294 465
Job Stability among Young Women: A Comparison of Traditional and Nontraditional Occupations. A Rand Note. 33p. 1mf. L2 ED 294 043
U.S. Scientists and Engineers: 1982, Volume 2. Surveys of Science Resources Series. 111p. 2mf. L1 ED 294 767
Women's Initiative Study: Access, Services, and Outcomes for Women with Disabilities in Vocational Rehabilitation. 97p. 2mf. L1 ED 294 000

Employment Potential
Competency-Based Employability Skills Program. 376p. 4mf. L1 ED 294 062
Transition Literature Review Educational, Employment, and Independent Living Outcomes, Volume 2. 327p. 4mf. L1 ED 294 383
Vocational Training for Students Who Are Seriously Emotionally Disturbed. Teaching Research. 9p. 1mf. L1 ED 293 997

Employment Practices
Agreement between Rhode Island Board of Governors for Higher Education and Community College of Rhode Island Faculty Association (NEA/CCRIFA), 1985-1987 and 1987-90. 92p. 1mf. L1 ED 294 611
Agreement between the Massachusetts Board of Regents of Higher Education for the Massachusetts Regional Community Colleges and the Massachusetts Community College Council/Massachusettes Teachers Association, an Affiliate of the National Education Association for Academic Years 1983-84 to 1985-86 and 1986-87 to 1988-89. 140p. 2mf. L1 ED 294 604
Community College Agreement between the Alaska Community Colleges' Federation of Teachers Local 2404, AFT, and the University of Alaska, April 1, 1984-March 31, 1987. 92p. 1mf. L1 ED 294 598
Computer Chips and Paper Clips. Technology and Women's Employment. Volume II. Case Studies and Policy Perspectives. 450p. 5mf. L2 ED 294 022
Employee Contract between State of Minnesota/Minnesota State Board for Community Colleges and Minnesota Community College Faculty Association, 1985-87. 88p. 1mf. L1 ED 294 605
Employee Drug Testing. Testimony. Statement (Summary) of L. Nye Stevens, Associate Director, General Government Division, before the Subcommittee on Employment Opportunities, Committee on Education and Labor, House of Representatives. 10p. 1mf. L1 ED 294 024
Faculty Personnel Policy Statement Adopted by the Board of Governors of the Pima County Community College District, State of Arizona, for 1987-88. 103p. 2mf. L1 ED 294 599
Master Agreement between Dawson Community College Board of Trustees and Glendive Federation of Teachers, Local No. 3402, American Federation of Teachers, AFL-CIO, for 1986-87. 13p. 1mf. L1 ED 294 606
Part-time, Temporary & Nontenure Track Faculty Appointments. Report and Recommendations. 19p. 1mf. L2 ED 294 477
Selected Collective Bargaining Agreements of Iowa Two-Year Colleges. 366p. 4mf. L1 ED 294 601
Selected Collective Bargaining Agreements of Florida Two-Year Colleges. 502p. 6mf. L1 ED 294 600
Selected Collective Bargaining Agreements of Maryland Two-Year Colleges. 98p. 2mf. L1 ED 294 603
Selected Collective Bargaining Agreements of Kansas Two-Year Colleges. 363p. 4mf. L1 ED 294 602
Selected Collective Bargaining Agreements of Nebraska Two-Year Colleges. 164p. 2mf. L1 ED 294 607
Selected Collective Bargaining Agreements of Ohio Two-Year Colleges. 385p. 5mf. L1 ED 294 609
Selected Collective Bargaining Agreements of Pennsylvania Two-Year Colleges. 765p. 8mf. L1 ED 294 608
Selected Collective Bargaining Agreements of Oregon Two-Year Colleges. 554p. 6mf. L1 ED 294 610
Selected Collective Bargaining Agreements of Wisconsin Two-Year Colleges. 791p. 9mf. L1 ED 294 613
Selected Collective Bargaining Agreements of Washington Two-Year Colleges. 1050p. 11mf. L1 ED 294 612
VTI Board of Trustees Agreement with Maine Teachers Association VTI Faculty Unit, 1986-1987 and 1987-1989. 72p. 1mf. L1 ED 294 644

Employment Programs
Alaska Native Participation in the Civilian Conservation Corps. Alaska Historical Commission Studies in History No. 206. 54p. 1mf. L1 ED 294 702
Assessment of Adult and Youth Performance Standards under the Job Training Partnership Act. Research Report Series. 61p. 1mf. L1 ED 294 055
Back to Basics under JTPA. A Policy Statement. 25p. 1mf. L1 ED 294 047
Compendium of JTPA and Related Evaluation Studies. 189p. 2mf. L1 ED 294 048
Designing and Implementing Youth Programs: Job Training Partnership Act Youth Employment Forums Manual. 217p. 3mf. L2 ED 294 049
Education for Employment Initiatives/Cities-in-Schools Program. 14p. 1mf. L1 ED 294 005
Establishing Service Goals for School Dropouts under the Job Training Partnership Act. Final Report. 100p. 2mf. L1 ED 294 056
Issues for Active State Management of the JTPA Title III Grant: A Guide for State Planners and Managers. 122p. 2mf. L1 ED 294 054
Job Skills. Youth Employment Competency Tests and Curriculum Guide. 99p. 2mf. L1 ED 294 053
Special Education Parents Alliance. Parent-Professional Teamwork Employment Project for Persons with Disabilities: "How-To" Booklet. 20p. 1mf. L1 ED 294 379
Youth Employment Competencies. A Resource Manual. Volume I. Technical Assistance Guide 2:84. Volume II. Technical Assistance Guide 3:84. 139p. 2mf. L1 ED 294 052

Employment Projections
Doctoral Scientists and Engineers: A Decade of Change. Special Report. Surveys of Science Resources Series. 119p. 2mf. L1 ED 294 758

Employment Statistics
Doctoral Scientists and Engineers: A Decade of Change. Special Report. Surveys of Science Resources Series. 119p. 2mf. L1 ED 294 758

Empowerment
Evaluation as Empowerment and the Evaluator as Enabler. 22p. 1mf. L1 ED 294 877

Enabler Model
Evaluation as Empowerment and the Evaluator as Enabler. 22p. 1mf. L1 ED 294 877

Encoding (Psychology)
Phonetic Recoding Ability and Reading Proficiency in Fifth and Sixth Grade Readers. 26p. 1mf. L1 ED 294 149

Energy Conservation
Careers in the Renewable Energy and Conservation Professions and Trades. 5p. 1mf. L1 ED 294 730

Energy Education
Balancing Act: How Utility Rates Are Decided. Teacher/Facilitator's Guide. 48p. 1mf. L2 ED 294 826

Engineering Education
Educating Scientists and Engineers: Grade School to Grad School. 138p. 2mf. L1 ED 294 762
Occupational Clusters of the Engineering Technical Workforce. 200p. 3mf. L1 ED 294 046
Science & Engineering Indicators--1987. 382p. 4mf. L1 ED 294 746
State of U.S. Science and Engineering. A View from the National Science Board. 6p. 1mf. L1 ED 294 748
U.S. Scientists and Engineers: 1982, Volume 2. Surveys of Science Resources Series. 111p. 2mf. L1 ED 294 767

Engineering Technicians
Occupational Clusters of the Engineering Technical Workforce. 200p. 3mf. L1 ED 294 046

Engineers
U.S. Scientists and Engineers: 1982, Volume 2. Surveys of Science Resources Series. 111p. 2mf. L1 ED 294 767

England
Implications of Non-Specialists Teaching Outside Their Main Subject: A Case Study with Special Reference to the Economics Education 14-16 Project. Research Papers in Economics Education #12. 31p. 1mf. L1 ED 294 781
Radio Times: The Temporal Arrangements of Broadcasting in the Modern World. 34p. 1mf. L1 ED 294 542
Trade Union Users of Video. 33p. 1mf. L1 ED 294 549

England (Liverpool)
Reading Reception: Mediation and Transparency in Viewers' Accounts of a TV Programme. 37p. 1mf. L1 ED 294 540

England (Northamptonshire)
Use Made in Economics and Allied Subjects of Material Supplied by Industry. Research Papers in Economics Education #11. 33p. 1mf. L1 ED 294 782

English
Iumi Lanem Pijin. A Basic Course in Solomon Islands Pidgin. 178p. 2mf. L1 ED 294 417
Low Front Vowel Tensing in Lexical Phonology. 46p. 1mf. L1 ED 294 436
Perception of Final Lengthening. 13p. 1mf. L1 ED 294 434

English (Second Language)
Effects of Rhetorical Instruction on Recall Protocols. 27p. 1mf. L1 ED 294 438
How To Teach Literature in EFL/ESL Classes. 9p. 1mf. L1 ED 294 455
Needs Analysis of Higher Primary Teachers in Kwa Zulu. Report of a Project: "Improvement of English Language Proficiency of Black Primary School Teachers in Southern Africa." 106p. 2mf. L1 ED 294 427
Program for Limited English Speaking Students. Necessity Is the Mother of ESL Programs. 17p. 1mf. L1 ED 294 437
Short Takes: Using Authentic Video in the English Class. 17p. 1mf. L1 ED 294 453
SLEP Student Achievement: Some Pertinent Variables and Policy Implications. 43p. 1mf. L1 ED 294 457
Talking and Writing across the Curriculum: A Tutorial Model for Adult ESL Students in Content Courses. 35p. 1mf. L1 ED 294 195
What Can Be Learnt from Teaching Children? 10p. 1mf. L1 ED 294 447

English Curriculum
English Language Arts Framework: Kindergarten-Grade 12. 130p. 2mf. L1 ED 294 174
English/Language Arts Model Curriculum Standards, Grades Nine through Twelve. First Edition. 97p. 2mf. L2 ED 294 190
Handbook for Planning an Effective Writing Program: Kindergarten through Grade Twelve. 1986 Edition. 82p. 1mf. L2 ED 294 192
Language Arts for the Secondary Gifted. 59p. 1mf. L1 ED 294 249
Language Arts. 46p. 1mf. L1 ED 294 186
Literature for All Students: A Sourcebook for Teachers. 237p. 3mf. L2 ED 294 191

English Departments
House Undivided: Some Perspectives from a Once "Intimate Enemy," Now a Department Head. 14p. 1mf. L1 ED 294 234
Pie in the Sky; or, Teaching New Paradigms Old Tricks. 11p. 1mf. L1 ED 294 179
Problems with Placements: What They Reveal about Writing Skills Internships. 16p. 1mf. L1 ED 294 231
Quality of Life in Writing Program Administration. 11p. 1mf. L1 ED 294 197

English for Special Purposes
Effects of Native Language Inferencing Ability in English for Specific Purposes. 20p. 1mf. L1 ED 294 456
Reading and Coping: Code, Communication and the Development of Second Language Reading Abilities Using Content Area Texts. 119p. 2mf. L1 ED 294 146

English Instruction
Conference on English and Mathematics. Proceedings (October 21-23, 1987, Napa, California). 67p. 1mf. L1 ED 294 615
English Language Arts: K-12 Curriculum Guidelines. 143p. 2mf. L1 ED 294 211
English Skills I: Course No. 1001300. Parallel Alternative Strategies for Students. 385p. 5mf. L1 ED 294 245
English Skills III: Course No. 1001360. Parallel Alternative Strategies for Students. 450p. 5mf. L1 ED 294 246
English Skills IV: Course No. 1001390. Parallel Alternative Strategies for Students. 386p. 5mf. L1 ED 294 247
Integrating Reading, Writing, and Learning Theory: A Method to Our Madness. 12p. 1mf. L1 ED 294 166
Integrating the Language Arts: Alternatives and Strategies. 7p. 1mf. L1 ED 294 161
Pie in the Sky; or, Teaching New Paradigms Old Tricks. 11p. 1mf. L1 ED 294 179

Enlisted Personnel
Occupational Stress, Health, and General Well Being among Soldiers. 23p. 1mf. L1 ED 294 066

Enrichment Activities
NCTM Student Math Notes 1987. 21p. 1mf. L1 ED 294 745
Report of Evaluation: Enrichment Kindergarten Program 1985-86. 79p. 1mf. L1 ED 294 652

Enrollment
Adult and Continuing Education: Noncredit Activities in Institutions of Higher Education. Higher Education General Information Survey (HEGIS) machine-readable data file . 93p. 1mf. L3 ED 294 517
Certech--The Secondary-Tertiary Student Flow 1979-1986; and the Implications for a Changing Economy. 41p. 1mf. L1 ED 294 741

Enrollment Rate
Effects of Increased Academic Requirements for Graduation on Secondary Vocational Education Programs. 150p. 2mf. L1 ED 294 018
School Enrollment--Social and Economic Characteristics of Students: October 1985 and 1984. Current Population Reports: Population Characteristics. 151p. 2mf. L1 ED 294 963

Enrollment Trends
Analysis of Student Transfer and Persistence. 32p. 1mf. L1 ED 294 630
Post-Secondary Programmes and Services for Exceptional Persons: North American Trends. 14p. 1mf. L1 ED 294 389
School Enrollment--Social and Economic Characteristics of Students: October 1985 and 1984. Current Population Reports: Population Characteristics. 151p. 2mf. L1 ED 294 963
Selected Issues Facing U.S. Graduate Education. 13p. 1mf. L1 ED 294 473

Entertainment
Cable Television and Video Recorders. Preliminary Empirical Findings for the Debate on Complementation or Substitution. 47p. 1mf. L1 ED 294 545

Entrepreneurship
Genius of Passion: Esquire, Coronet and Ken Magazines. 16p. 1mf. L1 ED 294 242
Head to Head That Had to Happen: A Case Study of Television Sport and Entrepreneurship. 42p. 1mf. L1 ED 294 554
Seventy-One Trends That May Affect Entrepreneur Education for Future World Markets. 25p. 1mf. L1 ED 294 041
Steps to Starting a Small Business. Student Notebook. 146p. 2mf. L2 ED 294 039
Steps to Starting a Small Business. Teacher Guide. Entrepreneurship Curriculum. 161p. 2mf. L2 ED 294 038

Entry Workers
Job Search Methods of Low-Income Youth. 24p. 1mf. L1 ED 294 019

Environment
Only One Earth: Living for the Future. 170p. 2mf. L2 ED 294 796

Environmental Education
Earth Day and Environmental Education: Retrospect and Prospect. IES Monograph 1. 12p. 1mf. L1 ED 294 720
Natural Resources Education Notebook. 270p. 3mf. L2 ED 294 756
Operation of Wastewater Treatment Plants. Volume 1. A Field Study Training Program. Third Edition. Revised. 538p. 6mf. L1 ED 294 755
Rethinking the Role of the Automobile. Worldwatch Paper No. 84. 75p. 1mf. L2 ED 294 742
Sustainable Resource Development in the Third World. Selected Papers from an International Symposium (Columbus, Ohio, September 1985). Westview Special Studies in Natural Resources and Energy Management. 181p. 2mf. L2 ED 294 727

Environmental Problems
Only One Earth: Living for the Future. 170p. 2mf. L2 ED 294 796

Equal Education
Charter of Rights and Special Education: Blessing or Curse? 32p. 1mf. L1 ED 294 392
China: Issues and Prospects in Education. Annex 1 to China, Long-Term Development Issues and Options. A World Bank Country Study. 99p. 2mf. L2 ED 294 830
Fostering Minority Access and Achievement in Higher Education: The Role of Urban Community Colleges and Universities. 244p. mf. L3 ED 294 468
Planning the Future: Report of the Regents on the Future of The University of Wisconsin System. 61p. 1mf. L1 ED 294 483

Equal Opportunities (Jobs)
Placement of Women and Minority Graduates in Educational Administration. 29p. 1mf. L1 ED 294 302

Equal Protection
Address of Wm. Bradford Reynolds. 11p. 1mf. L1 ED 294 381

Error of Measurement
Practical Realization of the Standard Error of the Mantel-Haenszel Statistic. 31p. 1mf. L1 ED 294 917
Standard Errors of Correlations Adjusted for Incidental Selection. 22p. 1mf. L1 ED 294 929

Error Patterns
Use of Non-Ostensive Words in Varied Linguistic Contexts: A Study of Word Awareness in 6-12 Year Olds. 21p. 1mf. L1 ED 294 446

Essay Tests
Calling Writers' Bluffs: Sources of Readers' Judgements in University Placement Testing. 11p. 1mf. L1 ED 294 205

Essays
Initial Effects of Word Processing on Writing Quality and Writing Anxiety of Freshman Writers. 33p. 1mf. L1 ED 294 217

Estimation (Mathematics)
Effects on Parameter Estimation of Correlated Abilities Using a Two-Dimensional, Two-Parameter Logistic Item Response Model. 19p. 1mf. L1 ED 294 925

Ethical Instruction
Computer Ethics Topics and Teaching Strategies. 23p. 1mf. L1 ED 294 562
Moral Education: Why Not in Public Secondary Schools? 6p. 1mf. L1 ED 294 808

Ethics
Medical Devices and Drug Issues. Hearing before the Subcommittee on Health and the Environment of the Committee on Energy and Commerce, House of Representatives, One Hundredth Congress, First Session (April 8, 21, and May 4, 1987). 405p. 5mf. L1 ED 294 093

Ethnic Groups
Ethnic Folklife Dissertations from the United States and Canada, 1960-1980. A Selected, Annotated Bibliography. 80p. 1mf. L1 ED 294 701

Ethnicity
Dallas and Genesis: Primordiality and Seriality in Popular Culture. 18p. 1mf. L1 ED 294 518

Ethnography
Current Issues in Language Disorders. 31p. 1mf. L1 ED 294 384
Investigating Teachers' Knowledge through Ethnographic and Biographical Approaches: A Case Study. 30p. 1mf. L1 ED 294 874
Reading Reception: Mediation and Transparency in Viewers' Accounts of a TV Programme. 37p. 1mf. L1 ED 294 540

Ethos
Development of the Writer's Ethos in Collaborative Learning. 13p. 1mf. L1 ED 294 230

European Communities Commission
Education Structures in the Member States of the European Communities. 155p. 2mf. L1 ED 294 831

European Documentation and Information Syst
EUDISED Data Network Group Meeting. Working Papers. 15p. 1mf. L1 ED 294 575

Evaluation Criteria
Assessment of Adult and Youth Performance Standards under the Job Training Partnership Act. Research Report Series. 61p. 1mf. L1 ED 294 055
Citizen Evaluation in Practice: A Casebook on Citizen Evaluation of Mental Health and Other Services. 170p. 2mf. L1 ED 294 091
English Language Arts Framework: Kindergarten-Grade 12. 130p. 2mf. L1 ED 294 174
Quality in Continuing Education: Principles, Practices, and Standards for Colleges and Universities. Jossey-Bass Higher Education Series. 195p. mf. L3 ED 294 499
Using JTPA Performance Standards as a State Policy Tool. 21p. 1mf. L2 ED 294 058

Evaluation Methods
Alaska Collection Development Manual. 89p. 1mf. L1 ED 294 587
Assessing Reading Skills in an F.E. College. 7p. 1mf. L1 ED 294 061
Citizen Evaluation in Practice: A Casebook on Citizen Evaluation of Mental Health and Other Services. 170p. 2mf. L1 ED 294 091
Contrasting Ways To Appraise Improvement in a Writing Course: Paired Comparison and Holistic. 22p. 1mf. L1 ED 294 215
Enhancing Quality of Life for Patients with Special Care Needs. 13p. 1mf. L1 ED 294 104
Evaluation Processes in Schools and Classrooms. Report No. 12. May, 1987. 98p. 2mf. L1 ED 294 890
Evaluations of Botswana National Literacy Program: The Politics of Renovation and Control. 44p. 1mf. L1 ED 294 887
Grading-Credit-Diploma: Accommodation Practices for Students with Mild Disabilities. 58p. 1mf. L1 ED 294 403
Staff Appraisal in Further and Higher Education: A Study in Performance Review and Development. Management in College Series. 86p. 1mf. L1 ED 294 486
Student Outcomes Assessment Survey 1987-88. 31p. 1mf. L1 ED 294 487
What Counts in Elementary Mathematical Evaluation? 19p. 1mf. L1 ED 294 759

Evaluation Utilization
Analyzing the School Evaluation Use Process To Make Evaluation Worth the Effort. 22p. 1mf. L1 ED 294 299
Clinical Supervision and Teacher Evaluation: Positions of Hunter, Garman and Glickman Interpreted as Literal or Figurative Language. 33p. 1mf. L1 ED 294 301
Evaluation as Empowerment and the Evaluator as Enabler. 22p. 1mf. L1 ED 294 877

Evaluative Thinking
How and Why Do We Change Our Plans? 9p. 1mf. L1 ED 294 666

Excellence in Education
Strategies for Excellence: Recommendations for a Productive School Model with Strategies for Achieving the Model. The Final Report of the IASB Committee on Strategies for Excellence. 80p. 1mf. L1 ED 294 298

Exemplars of Excellence
Developmental Approach to Kindergarten: Profile of an Expert Teacher. 34p. 1mf. L1 ED 294 679

Expectation
Effects of the Learning Disability Label, Quality of Writing Performance, and Examiner's Level of Expertise on the Evaluation of Written Products. 26p. 1mf. L1 ED 294 351
Improving the Teaching of Science: An Overview of Recent Research. 15p. 1mf. L1 ED 294 294
Views of Retirement by Active and Retired Protestant Ministers. 17p. 1mf. L1 ED 294 128

Expenditure per Student
Cost of Adult Continuing Education in Ontario. 241p. 3mf. L1 ED 294 004

Expenditures
Financial Statistics. Higher Education General Information Survey (HEGIS) machine-readable data file . 93p. 1mf. L3 ED 294 516

Experiential Learning
Experiential Learning of Nonverbal Communication in Popular Magazine Advertising. 12p. 1mf. L1 ED 294 258
Learning To Lead: An Annotated Bibliography. 31p. 1mf. L1 ED 294 025
Teachers Learning from Experiences of Teaching: Analyses Based on Metaphor and Reflection. 18p. 1mf. L1 ED 294 859

Expert Systems
Knowledge Structures: Where Can We Find Them? 13p. 1mf. L1 ED 294 922

Explicit Instruction
Explicit Comprehension Instruction: A Review of Research and a New Conceptualization of Instruction. Technical Report No. 427. 21p. 1mf. L1 ED 294 152

Expository Writing
Written Assignments in the Introductory Course. 16p. 1mf. L1 ED 294 218

Extension Education
Instructional Locations Away from the Main Campus, Fall 1987. State University of New York. Report No. 16-88. 138p. 2mf. L1 ED 294 491

Facial Expressions
Gender and Leadership Differences in Smiles in Sorority and Fraternity Pictures. 13p. 1mf. L1 ED 294 277

Factor Analysis
Testing for Equivalent Factorial Validity across Academic Track: A Confirmatory Factor Analysis of the Self Description Questionnaire III. 23p. 1mf. L1 ED 294 904

Faculty College Relationship
Unionization Among College Faculty--1988. 12p. 1mf. L2 ED 294 488

Faculty Development
In Search of Academic Excellence: Samples of Experience. 25p. 1mf. L1 ED 294 467
Staff Appraisal in Further and Higher Education: A Study in Performance Review and Development. Management in College Series. 86p. 1mf. L1 ED 294 486

Faculty Evaluation
Staff Appraisal in Further and Higher Education: A Study in Performance Review and Development. Management in College Series. 86p. 1mf. L1 ED 294 486

Faculty Recruitment
Small College Faculty Recruitment: Communication Strategies. 18p. 1mf. L1 ED 294 278

Failure
Promotion and Retention Policy Implementation Study No. 463. 43p. 1mf. L1 ED 294 982

Fairfax County Schools VA
Explanation of the Beliefs, Values, and Attitudes of Black Students in Fairfax County. 56p. 1mf. L1 ED 294 958

Familiarity
Improving Preschoolers' Recognition Memory for Faces with Orienting Information. 11p. 1mf. L1 ED 294 671

Family (Sociological Unit)
Adjustment Experience of Chinese Immigrant Children in New York City. 272p. 3mf. L2 ED 294 966

Family Characteristics
Adopted Adolescent. Selected Papers Number 55. 11p. 1mf. L1 ED 294 662

Family Environment
Developmental Course of Young Children with Emotionally Disturbed Mothers. 16p. 1mf. L1 ED 294 401
Parent Stress, Family Functioning and Social Support in Families of Young Handicapped Children. 39p. 1mf. L1 ED 294 335

Family History
Listening To See: The Place of Oral History in Composition Classes. 16p. 1mf. L1 ED 294 219

Family Income
Food Stamp Program: Participation by AFDC Households. Briefing Report to Congressional Requesters. 37p. 1mf. L1 ED 294 980
(Continued)

Family Income (Continued)
Money Income and Poverty Status of Families and Persons in the United States: 1986. (Advance Data From the March 1987 Current Population Survey). Consumer Income. 50p. 1mf. L1 ED 294 981

Family Influence
Differences in Participation in a Support Program for Adolescent Mothers. 15p. 1mf. L1 ED 294 083

Family Involvement
Food Stamp Program: Participation by AFDC Households. Briefing Report to Congressional Requesters. 37p. 1mf. L1 ED 294 980

Family Life
Black Family Imagery and Interactions on Television: A Preliminary Analysis. 21p. 1mf. L1 ED 294 561
Sit-Coms and Single Moms: Feminism and the Politics of TV Family Life. 23p. 1mf. L1 ED 294 536

Family Planning
Use of Services for Family Planning and Infertility, United States, 1982. (Data from the National Survey of Family Growth, Series 23, No. 13). 67p. 1mf. L1 ED 294 115

Family Problems
Children and Family Breakdown. Report on a WHO Meeting (Kiel, West Germany, December 4-7, 1984). EURO Reports and Studies 101. 64p. 1mf. L2 ED 294 088
Eating Disorders: The Impact on Children and Families. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session (San Francisco, CA, July 31, 1987). 162p. 2mf. L1 ED 294 092
Parent Stress, Family Functioning and Social Support in Families of Young Handicapped Children. 39p. 1mf. L1 ED 294 335
Perspective of Migrant Adolescents. Selected Papers Number 50. 15p. 1mf. L1 ED 294 658

Family Programs
Children's Agenda, 1988. 24p. 1mf. L1 ED 294 677
Welfare Reform. Bibliographies of Case Management and Agency/Client Contracting. Fact Sheet for the Chairman, Committee on Governmental Affairs, U.S. Senate. 53p. 1mf. L1 ED 294 976

Family Relationship
Adopted Adolescent. Selected Papers Number 55. 11p. 1mf. L1 ED 294 662
Black Family Imagery and Interactions on Television: A Preliminary Analysis. 21p. 1mf. L1 ED 294 561

Family School Relationship
Our National Dilemma. 40p. 1mf. L1 ED 294 949
Poor Families and Schools: An Exploratory Study of the Perspectives of Low-Income Parents and Teachers in Boston, Liverpool, and Portugal. 10p. 1mf. L1 ED 294 939

Family Size
Attitudes of Young People in China to Family Formation. A Study in Urban and Rural Areas in Beijing and Sichuan. 123p. 2mf. L2 ED 294 700

Fantasy
Effects of Fantasy Context on Children's Learning and Motivation. 10p. 1mf. L1 ED 294 676

Farm Management
Agricultural Marketing. Farmers' Marketing Practices and Programs To Teach Alternative Practices. Briefing Report to Congressional Committees. 51p. 1mf. L1 ED 294 026

Farms
Conditional Approach to Projecting Farm Structure. 50p. 1mf. L1 ED 294 029

Fathers
Sex Stereotyping in Parents' Perceptions of Newborns. 27p. 1mf. L1 ED 294 665

Fayetteville Technical Institute NC
Cost-Effectiveness Study of the Two-Year Dental Hygiene Program at Fayetteville Technical Institute. 132p. 2mf. L1 ED 294 632

Federal Aid
Federal Assistance to Libraries: Background Information and Issues Related to Current Programs. CRS Report for Congress. 45p. 1mf. L1 ED 294 590
Guaranteed Student Loan Program: Current Status, Background, and Issues. CRS Report for Congress, 87-815 EPW. 41p. 1mf. L1 ED 294 484
Increasing the Awareness of Middle School Developmentally Delayed Students, Parents, and Educators Concerning Supplemental Security Income. 88p. 1mf. L1 ED 294 382
Older Americans Act Amendments of 1987: A Summary of Provisions. Public Law 100-175. An Information Paper Prepared for Use by the Special Committee on Aging. United States Senate, 100th Congress, 1st Session. 95p. 1mf. L1 ED 294 078
Reauthorization of the Older Americans Act. Hearing before the Special Committee on Aging. United States Senate, One Hundredth Congress, First Session (Casselberry, Florida). 39p. 1mf. L1 ED 294 113
Selected Issues Facing U.S. Graduate Education. 13p. 1mf. L1 ED 294 473

Federal Legislation
Federal Assistance to Libraries: Background Information and Issues Related to Current Programs. CRS Report for Congress. 45p. 1mf. L1 ED 294 590
Higher Education Amendments of 1986 (P.L. 99-498): A Summary of Provisions. 87-187 EPW. 104p. 2mf. L1 ED 294 485
Older Americans Act Amendments of 1987: A Summary of Provisions. Public Law 100-175. An Information Paper Prepared for Use by the Special Committee on Aging. United States Senate, 100th Congress, 1st Session. 95p. 1mf. L1 ED 294 078
Physician Dispensing of Drugs. Hearing before the Subcommittee on Health and the Environment of the Committee on Energy and Commerce. House of Representatives, One Hundredth Congress, First Session on H.R. 2093, a Bill To Amend the Federal Food, Drug, and Cosmetic Act To Limit the Dispensing of Certain Drugs by Practitioners. 197p. 3mf. L1 ED 294 094
Reauthorization of the Child Abuse Prevention and Treatment Act. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, First Session (April 23, 1987). 96p. 1mf. L1 ED 294 081
Reauthorization of the Older Americans Act. Hearing before the Special Committee on Aging. United States Senate, One Hundredth Congress, First Session (Casselberry, Florida). 39p. 1mf. L1 ED 294 113
Retirement Equity Act of 1984: Its Impact on Women. 22p. 1mf. L1 ED 294 079
Scientific and Technical Information: Policy and Organization in the Federal Government (H.R. 2159 and H.R. 1615). Hearings before the Subcommittee on Science, Research and Technology of the Committee on Science, Space, and Technology. House of Representatives, One Hundredth Congress, First Session (July 14-15, 1987). 380p. 4mf. L1 ED 294 593

Federal Programs
Alaska Native Participation in the Civilian Conservation Corps. Alaska Historical Commission Studies in History No. 206. 54p. 1mf. L1 ED 294 702
Assessment of Adult and Youth Performance Standards under the Job Training Partnership Act. Research Report Series. 61p. 1mf. L1 ED 294 055
Drug Abuse Prevention: Further Efforts Needed To Identify Programs That Work. Report to the Select Committee on Narcotics Abuse and Control, House of Representatives. 64p. 1mf. L1 ED 294 116
Employers and Medicare as Partners in Financing Health Care for the Elderly. 24p. 1mf. L1 ED 294 114
Establishing Service Goals for School Dropouts under the Job Training Partnership Act. Final Report. 100p. 2mf. L1 ED 294 056
Federal Assistance to Libraries: Background Information and Issues Related to Current Programs. CRS Report for Congress. 45p. 1mf. L1 ED 294 590
Federal Response to the AIDS Epidemic: Information and Public Education. Hearing before a Subcommittee of the Committee on Government Operations. House of Representatives, One Hundredth Congress, First Session. 317p. 4mf. L1 ED 294 095
Higher Education Amendments of 1986 (P.L. 99-498): A Summary of Provisions. 87-187 EPW. 104p. 2mf. L1 ED 294 485
Immigration Reform: Implementation of Legalization Program. Statement of Arnold P. Jones, Senior Associate Director, General Government Division before the Subcommittee on Immigration and Refugee Affairs Committee. 14p. 1mf. L1 ED 294 965
Making America Work. Productive People, Productive Policies. 38p. 1mf. L2 ED 293 978
Medicare, Medicaid, and Maternal and Child Health Block Grant Budget Issues. Hearing before the Committee on Finance. United States Senate, One Hundredth Congress, First Session (July 8 and 9, 1987). Part 1 of 2. 288p. 3mf. L1 ED 294 111
Mental Health Services under Medicare. Hearing before the Subcommittee on Health of the Committee on Finance. United States Senate, One Hundredth Congress, First Session. 129p. 2mf. L1 ED 294 131
Programs, Activities & Directions. 26p. 1mf. L1 ED 294 118
Role of Context Changes in Federal Education Dissemination. 11p. 1mf. L1 ED 294 585
Using JTPA Performance Standards as a State Policy Tool. 21p. 1mf. L2 ED 294 058
Wisconsin's Donated Food Distribution Program Handbook. 51p. 1mf. L1 ED 294 962

Federal State Relationship
Alaska Problem Resource Manual: Alaska Future Problem Solving Program. Alaska Problem 1985-86. 57p. 1mf. L1 ED 294 699

Feedback
Evaluation of Score Interpretive Information from the Perspective of Failed and Passed Test-Takers. 40p. 1mf. L1 ED 294 899
Usefulness of Score Interpretive Information for Examinees Who Fail Criterion-Referenced Tests. 93p. 1mf. L1 ED 294 898

Fees
Trends in Tuition and Other Basic Student Charges, 1963-64 through 1987-88 with Typical Student Costs, 1980-81 through 1987-88. State University of New York. Report No. 19-88. 159p. 2mf. L1 ED 294 492

Females
Absence of Women from the History of Rhetoric: Exclusion or Omission? 24p. 1mf. L2 ED 294 287
Advertising, Marketing and Promotional Strategies for the Female TV Market from 1946-1980. 35p. 1mf. L1 ED 294 544
Ambiguity and Hesitation: Discourses on Television and the Housewife in Women's Home Magazines, 1948-55. 27p. 1mf. L1 ED 294 548
Becoming a Woman: Considerations in Educating Adolescents about Menstruation. Revised 1988. Working Paper No. 169. 30p. 1mf. L2 ED 294 860
Beyond Stereotypes. Who Becomes a Single Teenage Mother? 101p. 2mf. L2 ED 294 975
Career Paths in Higher Education Administration. 35p. 1mf. L1 ED 294 506
Female Address in Music Video: Voicing the Difference Differently. 25p. 1mf. L1 ED 294 519
Head to Head That Had to Happen: A Case Study of Television Sport and Entrepreneurship. 42p. 1mf. L1 ED 294 554
Job Stability among Young Women: A Comparison of Traditional and Nontraditional Occupations. A Rand Note. 33p. 1mf. L2 ED 294 043
Placement of Women and Minority Graduates in Educational Administration. 29p. 1mf. L1 ED 294 302
Race and Rape: The Black Woman as Legitimate Victim. 36p. 1mf. L1 ED 294 970
Sit-Coms and Single Moms: Feminism and the Politics of TV Family Life. 23p. 1mf. L1 ED 294 536
Women in Vocational Education Leadership Positions: Factors Influencing Success. Final Report. 56p. 1mf. L1 ED 294 033
Women's Initiative Study: Access, Services, and Outcomes for Women with Disabilities in Vocational Rehabilitation. 97p. 2mf. L1 ED 294 000

Feminism
Absence of Women from the History of Rhetoric: Exclusion or Omission? 24p. 1mf. L2 ED 294 287
Pre-K-12 Multicultural Education. Making Connections: Racism, Militarism, and Feminism. 6p. 1mf. L1 ED 294 821
Preparing Minorities and Women as Researchers: Have We Learned Anything? 7p. 1mf. L1 ED 294 469
Sit-Coms and Single Moms: Feminism and the Politics of TV Family Life. 23p. 1mf. L1 ED 294 536
Women and Communicative Power: Theory, Research, and Practice. 132p. 2mf. L1 ED 294 263

Field Crops
Agricultural Chartbook 1988. Agriculture Handbook No. 673. 115p. 2mf. L1 ED 294 028
Financial Performance of Specialized Cotton Farms. Agriculture Information Bulletin Number 538. 17p. 1mf. L1 ED 294 032

Field Dependence Independence
New Perspective on Intelligence: Examining Field Dependence/Independence in Light of Sternberg's Triarchic Theory of Intelligence. 27p. 1mf. L1 ED 294 893

Field Experience Programs
Field Experience: The Unique Aspect of a Public Relations Program. 20p. 1mf. L1 ED 294 274
Reading Clinic. 49p. 1mf. L1 ED 294 142
Teacher Values and the Construction of Curriculum. 20p. 1mf. L1 ED 294 844

Field Instruction
Field Experience: The Unique Aspect of a Public Relations Program. 20p. 1mf. L1 ED 294 274

Figurative Language
Clinical Supervision and Teacher Evaluation: Positions of Hunter, Garman and Glickman Interpreted as Literal or Figurative Language. 33p. 1mf. L1 ED 294 301
Languages of Leadership: Metaphor Making in Educational Administration. 17p. 1mf. L1 ED 294 296

Film Criticism
Music Videos: On Reality and Representation. 20p. 1mf. L1 ED 294 553

Film Libraries
Films and Video: Literature Film Catalog. 44p. 1mf. L1 ED 294 267

Film Study
Teaching Film Studies: The Viewer Response Approach. 23p. 1mf. L1 ED 294 254

Film Viewing
Teaching Film Studies: The Viewer Response Approach. 23p. 1mf. L1 ED 294 254

Filmographies
Films and Video: Literature Film Catalog. 44p. 1mf. L1 ED 294 267

Financial Policy
Planning the Future: Report of the Regents on the Future of The University of Wisconsin System. 61p. 1mf. L1 ED 294 483

Financial Problems
Financial Performance of Specialized Cotton Farms. Agriculture Information Bulletin Number 538. 17p. 1mf. L1 ED 294 032
Marital Problems of Rural/Small City Working Wives: A Study of the Nature and Severity of Marital Problems. 29p. 1mf. L1 ED 294 129

Financial Support
Child Care Center Operations and Facilities of Selected League for Innovation Community Colleges. 98p. 2mf. L1 ED 294 672
Early Childhood Education: The Status of State Involvement. 16p. 1mf. L2 ED 294 691
Employers and Medicare as Partners in Financing Health Care for the Elderly. 24p. 1mf. L1 ED 294 114
Federal Assistance to Libraries: Background Information and Issues Related to Current Programs. CRS Report for Congress. 45p. 1mf. L1 ED 294 590
Independent Video in Britain. 13p. 1mf. L1 ED 294 552
State of U.S. Science and Engineering. A View from the National Science Board. 6p. 1mf. L1 ED 294 748

Fine Arts
Art Education in American Community Colleges. Final Report. 136p. 2mf. L1 ED 294 640
Together We Create Art...With Roots in Folk Traditions. A Lecture-Exhibit-Performance. 29p. 1mf. L2 ED 294 857

Finland
Living in Two Cultures Seminar (Hanaholmen, Helsinki, Finland, April 7-9, 1986). The CDCC's Project No. 7: "The Education and Cultural Development of Migrants." 23p. 1mf. L1 ED 294 439
Violence Viewing and Adolescent Aggression: A Longitudinal Study. 33p. 1mf. L1 ED 294 555

First Amendment
Professors Can Be Friends of a Free Press Too. 23p. 1mf. L1 ED 294 177

First Person Discourse
"Phaedrus" and the First Person. 15p. 1mf. L1 ED 294 204

FLES
Annotated Bibliography of Materials for Elementary Foreign Language Programs. 18p. 1mf. L2 ED 294 431
Getting Started with French or Spanish in the Elementary School: Curriculum for Spanish, Grades 4-7, FLES Approach. 8p. 1mf. L1 ED 294 448
Getting Started with French or Spanish in the Elementary School: FLES Materials and the Cost in Time and Money. 9p. 1mf. L1 ED 294 450
Getting Started with French or Spanish in the Elementary School: Curriculum for French, Grades 4-7, FLES Approach. 12p. 1mf. L1 ED 294 449
Second Language Acquisition by Children: A Review of Twelve Years at Tarrant County Junior College. 10p. 1mf. L1 ED 294 445

Flexible Scheduling
Practical Guide to the Flexible Calendar. ACCCA Management Report 1987-8/5. 9p. 1mf. L1 ED 294 619

Flexible Working Hours
"Creative" Work Schedules. 13p. 1mf. L1 ED 294 011

Florida
Essential Ingredients: Cooperation between Universities and School Districts on Staff Development. Occasional Paper No. 16. 12p. 1mf. L1 ED 294 838
Selected Collective Bargaining Agreements of Florida Two-Year Colleges. 502p. 6mf. L1 ED 294 600

Florida Center for Library Automation
Automation and Networking for Florida Libraries. 1988-Report 3. Report and Recommendations of the Postsecondary Education Planning Commission. 95p. 1mf. L1 ED 294 577

Florida Junior College at Jacksonville
Enrollment Management: A Key to Student Success. 38p. 1mf. L1 ED 294 636

Folk Culture
Ethnic Folklife Dissertations from the United States and Canada, 1960-1980. A Selected, Annotated Bibliography. 80p. 1mf. L1 ED 294 701
Scottish Waulking Song: "The Boat Will Come." 28p. 1mf. L1 ED 294 805
Together We Create Art...With Roots in Folk Traditions. A Lecture-Exhibit-Performance. 29p. 1mf. L2 ED 294 857

Followup Studies
Follow-up Study of Selected Graduates from the College of Education University of Central Florida: Final Report (#85-2). 68p. 1mf. L1 ED 294 832

Food
Wisconsin's Donated Food Distribution Program Handbook. 51p. 1mf. L1 ED 294 962

Food Distribution Programs
Wisconsin's Donated Food Distribution Program Handbook. 51p. 1mf. L1 ED 294 962

Food Security Act 1985
Natural Resources Education Notebook. 270p. 3mf. L2 ED 294 756

Food Stamp Program
Food Stamp Program: Participation by AFDC Households. Briefing Report to Congressional Requesters. 37p. 1mf. L1 ED 294 980

Foreign Countries
American Dissertations on Foreign Education: A Bibliography with Abstracts. Philippines. Volume XVIII, Part 1, A-L. 562p. 6mf. L1 ED 294 797
American Dissertations on Foreign Education: A Bibliography with Abstracts. Philippines. Volume XVIII, Part 2, M-Z. 532p. 6mf. L1 ED 294 798
Certech--The Secondary-Tertiary Student Flow 1979-1986; and the Implications for a Changing Economy. 41p. 1mf. L1 ED 294 741
Country Information Available in Government Documents. 68p. 1mf. L1 ED 294 580
Educational Cooperation in Asia and the Pacific: 20 years of NIER's Activities. 123p. 2mf. L1 ED 294 309
Intergovernmental Conference on Education and the Economy in a Changing Society: Conclusions of the Chairman. 7p. 1mf. L2 ED 294 683
Junior High Mathematics Program of Studies and Curriculum Guide. 1987. Draft. 348p. 4mf. L1 ED 294 763
News Media and Audience Images of Foreign Countries: Optimism and Pessimism. 40p. 1mf. L1 ED 294 288
Ontario Science Education Report Card. Canadian National Comparisons. Research Brief. 94p. 1mf. L1 ED 294 726
Sustainable Resource Development in the Third World. Selected Papers from an International Symposium (Columbus, Ohio, September 1985). Westview Special Studies in Natural Resources and Energy Management. 181p. 2mf. L2 ED 294 727
Technicians, Education and Equity--With the Benefit of Foresight? 37p. 1mf. L1 ED 294 740
Texts Adopted at Meetings of the European Ministers Responsible for Sport. 1975-86. 77p. 1mf. L1 ED 294 852

Foreign Culture
Climbing the Intercultural Ladder: The Gradual Adaptation Process to a Village Culture in Indonesia. Occasional Papers in Intercultural Learning #9. 30p. 1mf. L1 ED 294 771

Foreign Educational Credentials
France: A Study of the Educational System of France and a Guide to the Academic Placement of Students in Educational Institutions of the United States. World Education Series. 290p. 4mf. L2 ED 294 472

Foreign Language Books
Notable Canadian Children's Books, 1984 Supplement = Un Choix de Livres Canadiens pour la Jeunesse, Supplement 1984. 50p. 1mf. L1 ED 294 591

Foreign Nationals
Immigration Reform: Implementation of Legalization Program. Statement of Arnold P. Jones, Senior Associate Director, General Government Division before the Subcommittee on Immigration and Refugee Affairs Committee. 14p. 1mf. L1 ED 294 965

Foreign News
News Media and Audience Images of Foreign Countries: Optimism and Pessimism. 40p. 1mf. L1 ED 294 288

Foreign Policy
El Salvador and Nicaragua in Four Elite U.S. Newspapers: Multiple Images and the Journalist's Reporting Perspective. 38p. 1mf. L1 ED 294 208
Mrs. Aquino Goes to Washington: Completing the Romantic Myth in Corazon Aquino's 1986 Address to the Joint Session of Congress. 15p. 1mf. L1 ED 294 282
Soviet SDI Rhetoric: The "Evil Empire" Vision of Mikhail Gorbachev. 32p. 1mf. L1 ED 294 273

Foreign Students
France: A Study of the Educational System of France and a Guide to the Academic Placement of Students in Educational Institutions of the United States. World Education Series. 290p. 4mf. L2 ED 294 472
How a Small/Rural College May Start and Sustain an International Program. 7p. 1mf. L1 ED 294 643
What Does Problem Solving Contribute to Education for the Gifted? Strategies and Techniques Relating to Attitudes and Behavior. 19p. 1mf. L1 ED 294 372

Formal Education
Children's Free Play: What Has Happened to It? 14p. 1mf. L1 ED 294 656

Formal Operations
Accelerating the Development of Formal Thinking in Middle and High School Students. 22p. 1mf. L1 ED 294 914

Foster Family
Disabled Children's Project. Annual Report, September 1, 1986, through August 31, 1987. Innovations in Child Protective Services. 77p. 1mf. L1 ED 294 357

Foundations of Education
AACTE RATE Project A National Study of Teacher Preparation. Year Two: Foundations Courses. Preliminary Findings from "Program" Data. 19p. 1mf. L1 ED 294 869
Education Professoriate: Introductory Foundations Faculty, 1987 RATE Data. 45p. 1mf. L1 ED 294 871

Frail Elderly
Discharge Policies in Senior Housing. 27p. 1mf. L1 ED 294 103

France
France: A Study of the Educational System of France and a Guide to the Academic Placement of Students in Educational Institutions of the United States. World Education Series. 290p. 4mf. L2 ED 294 472
New Media and Old: Education's Response in Three European Countries. 38p. 1mf. L1 ED 294 541

Freedom
On the Liberty of Nature and the Nature of Liberty. 6p. 1mf. L1 ED 294 794

Freedom of Speech
Freedom of Expression and Government Employees: A Traditional Point of View. 31p. 1mf. L1 ED 294 280
Freedom of Speech: Where To Draw the Line. National Issues Forums. 42p. 1mf. L1 ED 294 786
Professors Can Be Friends of a Free Press Too. 23p. 1mf. L1 ED 294 177

French
Actes du colloque: Tendances actuelles de la recherche sur la langue parlee (Conference Presentations: Current Trends in Research on Oral Language). 168p. 2mf. L1 ED 294 460
Classroom as an Unnatural Setting. A Study of Oracy in Elementary French Immersion Classes in Ontario. 34p. 1mf. L1 ED 294 433
Getting Started with French or Spanish in the Elementary School: Curriculum for French, Grades 4-7, FLES Approach. 12p. 1mf. L1 ED 294 449
L'enchainement des consonnes occlusives suivies de voyelles anterieures en francais (The Chaining of Occlusive Consonants Followed by Anterior Vowels in French). 302p. 4mf. L1 ED 294 458
Vous de Parler. French Trainee Book. 365p. 4mf. L1 ED 294 422

French (Canadian)
Actes du colloque: Tendances actuelles de la recherche sur la langue parlee (Conference Presentations: Current Trends in Research on Oral Language). 168p. 2mf. L1 ED 294 460

Freshman Composition
"Phaedrus" and the First Person. 15p. 1mf. L1 ED 294 204
Audience Awareness and Critical Essays on Literature: Helping Students Become Part of an Interpretive Community. 26p. 1mf. L1 ED 294 229
Collaboration with Basic Writers in the Composition Classroom. 16p. 1mf. L1 ED 294 220
Evaluation of Integrating Literature in the Composition Class. 10p. 1mf. L1 ED 294 239
Process and Product in Small Group Writing Instruction: A Multivariate Approach. 8p. 1mf. L1 ED 294 233
Sequenced Writing Assignments: What's Been Done and Why? 15p. 1mf. L1 ED 294 202
Written Assignments in the Introductory Course. 16p. 1mf. L1 ED 294 218

Fuels
Rethinking the Role of the Automobile. Worldwatch Paper No. 84. 75p. 1mf. L2 ED 294 742

Full Day Programs
Effectiveness of Preschool; and Comparing Full-Day, Half-Day, and Alternate-Day Kindergartens. 110p. 2mf. L1 ED 294 648
Wilmette District #39 Kindergarten Study. Final Report. 50p. 1mf. L1 ED 294 681

Full Time Faculty
Comparative Study To Determine the Effectiveness of Adjunct Faculty in the Business Division at Fayetteville Technical Institute. 115p. 2mf. L1 ED 294 622

Functional Literacy
Literacy for the Workplace. 40p. 1mf. L1 ED 294 164
Women and the Dichotomy of Literacy: Public/Private Discourse. 15p. 1mf. L1 ED 294 200

Functions (Mathematics)
Mathematical, Technical, and Pedagogical Challenges in the Graphical Representation of Functions. Final Technical Report 88-4. 124p. 2mf. L1 ED 294 712

Fused Curriculum
Study of Cooperative Learning in Mathematics, Writing and Reading as Implemented in Third, Fourth and Fifth Grade Classes: A Focus upon Achievement, Attitudes and Self-Esteem for Males, Females, Blacks, Hispanics and Anglos. 64p. 1mf. L1 ED 294 926

Future Problem Solving Program
Problem Solving and Literature. 8p. 1mf. L1 ED 294 185

Futures (of Society)
Perceived Importance of Future Characteristics of Postsecondary Vocational Education Curriculum among Key Decision-Making Groups. 20p. 1mf. L1 ED 294 008
Progress Report on Geriatric Medicine. 16p. 1mf. L1 ED 294 135
Seventy-One Trends That May Affect Entrepreneur Education for Future World Markets. 25p. 1mf. L1 ED 294 041
Strategic Context of Education in America, 1985-1995. 81p. 1mf. L1 ED 294 790

General Education
Moving a Graveyard. 9p. 1mf. L1 ED 294 634

Generative Phonology
L'enchainement des consonnes occlusives suivies de voyelles anterieures en francais (The Chaining of Occlusive Consonants Followed by Anterior Vowels in French). 302p. 4mf. L1 ED 294 458

Genocide
Model Curriculum for Human Rights and Genocide. 73p. 1mf. L2 ED 294 825

Geographic Distribution
Demographics: People and Markets. 53p. 1mf. L1 ED 294 802

Geographic Regions
Estimates of the Population of Puerto Rico and the Outlying Areas: 1980 to 1986. 10p. 1mf. L1 ED 294 964
Role of Inner Asia in Early Russo-Chinese Relations: Teaching Aids for the Study of Inner Asia, No. 8. 48p. 1mf. L1 ED 294 815

Geography
Atlas of the Soviet Union. 45p. 1mf. L1 ED 294 807
Community Atlas As an Educational Tool. Community Mapping: Developing a Geographic Perspective. 9p. 1mf. L1 ED 294 795

Geography Instruction
Atlas of the Soviet Union. 45p. 1mf. L1 ED 294 807
Geography Education. Examining the Issue of Geography Education in Our Schools To Get a Better Understanding of What Needs To Be Done To Improve Students' Knowledge about the World. Hearing before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources. United States Senate, One Hundredth Congress, First Session (October 29, 1987). 115p. 2mf. L1 ED 294 803

Geometric Concepts
Geometric Probability. New Topics for Secondary School Mathematics. Materials and Software. 40p. mf. L3 ED 294 721
NCTM Student Math Notes 1987. 21p. 1mf. L1 ED 294 745
van Hiele Model of Thinking in Geometry among Adolescents. Journal for Research in Mathematics Education Monograph Number 3. 195p. mf. L3 ED 294 770

Geometry
Guided Inquiry and Technology: A Year Long Study of Children and Teachers Using the Geometric Supposer. ETC Technical Report 88-6. Final Report. 142p. 2mf. L1 ED 294 711
Mathematics as Problem Solving. 127p. 2mf. L2 ED 294 725
Problem-Solving Research with Computers. 32p. 1mf. L1 ED 294 760
(Continued)

Geometry (Continued)

Teachers' Thinking about Students' Thinking about Geometry: The Effects of New Teaching Tools. Technical Report 88-1.
38p. 1mf. L1 ED 294 724

Georgia

Consumer and Homemaking Education for Mainstreamed Handicapped Students in Georgia.
8p. 1mf. L1 ED 293 982

Geriatrics

Progress Report on Geriatric Medicine.
16p. 1mf. L1 ED 294 135

German

Building Advanced Oral Proficiency Skills for Managers.
22p. 1mf. L1 ED 294 425

Gifted

Brain Research: The Necessity for Separating Sites, Actions and Functions.
9p. 1mf. L1 ED 294 374

Computers in Special Education: Using Technology To Make Up the Difference.
27p. 1mf. L1 ED 294 393

Next Challenge in Gifted Education.
3p. 1mf. L1 ED 294 373

Second Language Acquisition by Children: A Review of Twelve Years at Tarrant County Junior College.
10p. 1mf. L1 ED 294 445

Sit Down, Shut Up, or Get Out. A Mother's Message to Teachers of Gifted Students.
17p. 1mf. L1 ED 294 360

What Does Problem Solving Contribute to Education for the Gifted? Strategies and Techniques Relating to Attitudes and Behavior.
19p. 1mf. L1 ED 294 372

Gifted Disadvantaged

On Being a Gifted Adolescent. Selected Papers Number 54.
17p. 1mf. L1 ED 294 661

Global Approach

Earth Day and Environmental Education: Retrospect and Prospect. IES Monograph 1.
12p. 1mf. L1 ED 294 720

Globe Watch. Teachers' Guide for Globe Watch IV: Mexico, Canada, Finland, Japan, the Arms Race, the Iran-Iraq War.
66p. 1mf. L1 ED 294 816

Internationalizing Undergraduate Education: Resources from the Field.
195p. 3mf. L1 ED 294 784

What about the Children? The Threat of Nuclear War and Our Responsibility To Preserve This Planet for Future Generations. Samantha Smith Edition.
23p. 1mf. L1 ED 294 811

Goal Setting

Helping Your Child Learn at School: How Parents Support Good Study Habits in the Home.
15p. 1mf. L1 ED 294 651

Gorbachev (Mikhail)

Soviet SDI Rhetoric: The "Evil Empire" Vision of Mikhail Gorbachev.
32p. 1mf. L1 ED 294 273

Governance

Key Resources on Higher Education Governance, Management, and Leadership. A Guide to the Literature.
515p. mf. L3 ED 294 479

Governing Boards

Organizational Policy: Where It Comes From, What It Does.
16p. 1mf. L1 ED 294 621

Government (Administrative Body)

Resources for Teaching Virginia Government.
515p. 6mf. L2 ED 294 788

Government Employees

Freedom of Expression and Government Employees: A Traditional Point of View.
31p. 1mf. L1 ED 294 280

Retirement Equity Act, Survivor Benefits Protections, and Public Employee Retirement Systems.
27p. 1mf. L2 ED 294 126

Government Publications

Country Information Available in Government Documents.
68p. 1mf. L1 ED 294 580

Government Documents for the Health Sciences Librarian.
16p. 1mf. L1 ED 294 576

Government Role

Community Cable Television--Hungarian Perspectives.
33p. 1mf. L1 ED 294 550

Cross-Cultural Study of Parents' Perceptions of Early Childhood Programs.
41p. 1mf. L1 ED 294 695

Educating Scientists and Engineers: Grade School to Grad School.
138p. 2mf. L1 ED 294 762

Explanation of Government Response to Educational Demands.
12p. 1mf. L1 ED 294 470

Loud Thunder, Small Raindrops: The Reform Movement and the Press in China.
28p. 1mf. L1 ED 294 224

Making America Work. Productive People, Productive Policies.
38p. 1mf. L2 ED 293 978

New Technologies Upset the Political Communication Balance in the Third World.
21p. 1mf. L1 ED 294 531

Obstacles to Television Reform in Latin America--A New Look at the Failures.
21p. 1mf. L1 ED 294 537

Reauthorization of the Child Abuse Prevention and Treatment Act. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, First Session (April 23, 1987).
96p. 1mf. L1 ED 294 081

Reauthorization of the Older Americans Act. Hearing before the Special Committee on Aging. United States Senate, One Hundredth Congress, First Session (Casselberry, Florida).
39p. 1mf. L1 ED 294 113

State/Media Relations in Developing Nations: The Case of the Republic of Kenya.
60p. 1mf. L1 ED 294 223

Using JTPA Performance Standards as a State Policy Tool.
21p. 1mf. L2 ED 294 058

Government School Relationship

Explanation of Government Response to Educational Demands.
12p. 1mf. L1 ED 294 470

Science and Higher Education in Korea.
22p. 1mf. L1 ED 294 501

Grade Prediction

Comparison of White and Black Student Academic Success Using Noncognitive Variables: A LISREL Analysis. Research Report #6-87.
34p. 1mf. L1 ED 294 878

Grade Repetition

Correlates of Elementary School Retention: A Case Study. Report #537.
9p. 1mf. L1 ED 294 675

Inherent Impact of Non-Promoted Students on Reading Scores in a Big City Elementary School.
14p. 1mf. L1 ED 294 941

Parental Perceptions and Practices Regarding Kindergarten Retention.
16p. 1mf. L2 ED 294 686

Promotion and Retention Policy Implementation Study No. 463.
43p. 1mf. L1 ED 294 982

Grade 1

National Cutoff Date for Students Entering Kindergarten or First Grade. Promoting State Legislation.
29p. 1mf. L2 ED 294 673

Grade 11

Effectiveness of Special Preparation for the SAT: An Evaluation of a Commercial Coaching School.
21p. 1mf. L1 ED 294 900

Grade 4

Nine-Year-Old Hispanic Student Writing Performance: A Replication of the 1984-85 National Assessment of Educational Progress.
13p. 1mf. L1 ED 294 931

Grading

Comparative Study To Determine the Effectiveness of Adjunct Faculty in the Business Division at Fayetteville Technical Institute.
115p. 2mf. L1 ED 294 622

Documenting Mastery: An Inservice Presentation. Publication #CU7-370-02.
216p. 3mf. L1 ED 294 886

Grading-Credit-Diploma: Accommodation Practices for Students with Mild Disabilities.
58p. 1mf. L1 ED 294 403

Selection and Distribution of Contents in Language Syllabuses.
115p. mf. L3 ED 294 452

Graduate Study

Doctoral Scientists and Engineers: A Decade of Change. Special Report. Surveys of Science Resources Series.
119p. 2mf. L1 ED 294 758

Selected Issues Facing U.S. Graduate Education.
13p. 1mf. L1 ED 294 473

Graduates

Success Stories 1978-1988. The Past & Present. Tenth Anniversary Celebration.
50p. 1mf. L1 ED 293 985

Graduation Requirements

Effects of Increased Academic Requirements for Graduation on Secondary Vocational Education Programs.
150p. 2mf. L1 ED 294 018

Grading-Credit-Diploma: Accommodation Practices for Students with Mild Disabilities.
58p. 1mf. L1 ED 294 403

Local Assessment Responses to a State-Mandated Minimum-Competency Testing Program: Benefits and Drawbacks.
31p. 1mf. L1 ED 294 892

Loss of Credit and Its Impact on High School Students: A Longitudinal Study.
40p. 1mf. L1 ED 294 940

State Graduation Policies and Program Practices Related to High School Special Education Programs: A National Study.
64p. 1mf. L1 ED 294 347

Grammar

Lecons speciales Hausa (Hausa Special Lessons).
49p. 1mf. L1 ED 294 415

Mende Language Manual. Revised Edition.
115p. 2mf. L1 ED 294 419

Spoken Tunisian Arabic. First Draft.
60p. 1mf. L1 ED 294 424

Vous de Parler. French Trainee Book.
365p. 4mf. L1 ED 294 422

Grants

Issues for Active State Management of the JTPA Title III Grant: A Guide for State Planners and Managers.
122p. 2mf. L1 ED 294 054

Mission Possible: Innovations in the Bronx Schools. Fastback 269.
33p. 1mf. L1 ED 294 960

Use of Financial Aid To Attract Talented Students to Teaching: Lessons from Other Fields. Report for the California Commission on the Teaching Profession.
60p. 1mf. L1 ED 294 849

Graphs

Mathematical, Technical, and Pedagogical Challenges in the Graphical Representation of Functions. Final Technical Report 88-4.
124p. 2mf. L1 ED 294 712

Gravity (Physics)

Knowledge Representation about Projectile Motion in Junior High School Students.
69p. 1mf. L1 ED 294 739

Grief

Impact of a Military Air Disaster on the Health of Family Assistance Workers.
27p. 1mf. L1 ED 294 067

Grossmont Union High School District CA

Effectiveness of Computer-Assisted Instruction, Cooperative Learning, Peer Tutoring, and Class Size on Academic Achievement: A Review.
14p. 1mf. L1 ED 294 297

Group Activities

Effectiveness of the Study Group as an R&D Methodology. Occasional Paper No. 024.
49p. 1mf. L2 ED 294 864

Group Characteristics

Portrait of Young Adolescents in the 1980's.
28p. 1mf. L2 ED 294 649

Group Dynamics

Cooperative Learning.
7p. 1mf. L1 ED 294 853

Navamaga: Training Activities for Group Building, Health and Income Generation.
335p. 4mf. L2 ED 294 001

Group Experience

First the Look and Then the Sound: Creating Conversations at Circle Time.
44p. 1mf. L1 ED 294 689

Psychological Issues in the Recovery of an Army Unit after Traumatic Loss.
22p. 1mf. L1 ED 294 068

Grouping (Instructional Purposes)

MAA Placement Test Newsletter. 1978-87.
148p. 2mf. L1 ED 294 743

Growth Curve Analysis

Longitudinal Analyses of Achievement Data from Durham County (NC) Schools.
37p. 1mf. L1 ED 294 923

Longitudinal Profiles of Achievement.
33p. 1mf. L1 ED 294 924

Guaranteed Student Loan Program

Guaranteed Student Loan Program: Current Status, Background, and Issues. CRS Report for Congress, 87-815 EPW.
41p. 1mf. L1 ED 294 484

Guardianship

Abuses in Guardianship of the Elderly and Infirm: A National Disgrace. A Report by the Chairman of the Subcommittee on Health and Long-Term Care of the Select Committee on Aging. House of Representatives, One Hundredth Congress, First Session.
95p. 1mf. L1 ED 294 080

Guatemala

Supervisors' Role and the Use of Failure in Guatemala's Schools.
15p. 1mf. L1 ED 294 315

Guidelines

Correlates of Elementary School Retention: A Case Study. Report #537.
9p. 1mf. L1 ED 294 675

Half Day Programs

Wilmette District #39 Kindergarten Study. Final Report.
50p. 1mf. L1 ED 294 681

Handicap Discrimination

Preliminary Study of Perceived Discrimination and Prejudices of College Students.
21p. 1mf. L1 ED 294 489

Handicap Identification

Maintaining Children in the Least Restrictive Environment: Bias in the Decision Making Process of Special Education Placement Teams.
122p. 2mf. L1 ED 294 339

Handwriting

Predicting First Grade Achievement from Form Errors in Printing at the Start of Pre-Kindergarten.
16p. 1mf. L1 ED 294 654

Harper (William Rainey)

Junior College Movement: An Historical Review.
29p. 1mf. L2 ED 294 627

Hausa

Lecons speciales Hausa (Hausa Special Lessons).
49p. 1mf. L1 ED 294 415

Hawaii

Pleiades. The Journal of the University of Hawai'i Community Colleges. First Edition. February 1988.
87p. 1mf. L1 ED 294 645

Hawaii (Honolulu)

Teacher's Guide for Young People's Concerts.
49p. 1mf. L1 ED 294 774

Hawaii English Program

Literature: Hawaii English Program.
50p. 1mf. L1 ED 294 241

Hawaiians

Variability among Ethnic Groups in Longitudinal Patterns of School Achievement: 1975-1986.
22p. 1mf. L1 ED 294 944

Health

From Social Movement to Social Organization: Voluntary AIDS Projects in Connecticut.
21p. 1mf. L1 ED 294 812

Impact of a Military Air Disaster on the Health of Family Assistance Workers.
27p. 1mf. L1 ED 294 067

Occupational Stress, Health, and General Well Being among Soldiers.
23p. 1mf. L1 ED 294 066

Health Education

Federal Response to the AIDS Epidemic: Information and Public Education. Hearing before a Subcommittee of the Committee on Government Operations. House of Representatives, One Hundredth Congress, First Session.
317p. 4mf. L1 ED 294 095

Navamaga: Training Activities for Group Building, Health and Income Generation.
335p. 4mf. L2 ED 294 001

Teaching Nutrition to Young Children.
52p. 1mf. L1 ED 294 647

Teen Sexual Behavior. A Leader's Resource of Practical Strategies with Youth.
72p. 1mf. L2 ED 294 868

Health Insurance

Employers and Medicare as Partners in Financing Health Care for the Elderly.
24p. 1mf. L1 ED 294 114

HIAA's The Business of Insurance: An Introduction.
39p. 1mf. L2 ED 294 060

Health Materials

Government Documents for the Health Sciences Librarian.
16p. 1mf. L1 ED 294 576

Health Needs

Children and Family Breakdown. Report on a WHO Meeting (Kiel, West Germany, December 4-7, 1984). EURO Reports and Studies 101.
64p. 1mf. L2 ED 294 088

Federal Response to the AIDS Epidemic: Information and Public Education. Hearing before a Subcommittee of the Committee on Government Operations. House of Representatives, One Hundredth Congress, First Session.
317p. 4mf. L1 ED 294 095

Matter of Choice: Planning Ahead for Health Care Decisions. An Information Paper Prepared for Use by the Chairman and Ranking Minority Member of the Special Committee on Aging, United States Senate.
97p. 2mf. L1 ED 294 071

Migrant Farmworkers in the Oak Orchard Health Service Area. A Descriptive Profile and Assessment of Health Care Needs and Economic Impact.
118p. 2mf. L1 ED 294 707

Progress Report on Geriatric Medicine.
16p. 1mf. L1 ED 294 135

Health Programs

From Social Movement to Social Organization: Voluntary AIDS Projects in Connecticut.
21p. 1mf. L1 ED 294 812

Health Promotion

Estimates of Preventability and Their Relation to Health Behavior.
23p. 1mf. L1 ED 294 069

Preventive Health Care for the Elderly. Hearing before the Subcommittee on Health of the Committee on Finance. United States Senate, One Hundredth Congress, Second Session (Miami, Florida).
173p. 2mf. L1 ED 294 119

Health Services

Medicare, Medicaid, and Maternal and Child Health Block Grant Budget Issues. Hearing before the Committee on Finance. United States Senate, One Hundredth Congress, First Session (July 8 and 9, 1987). Part 1 of 2.
288p. 3mf. L1 ED 294 111

Mental Health Services under Medicare. Hearing before the Subcommittee on Health of the Committee on Finance. United States Senate, One Hundredth Congress, First Session.
129p. 2mf. L1 ED 294 131

Reforming the Military Health Care System.
131p. 2mf. L1 ED 294 127

Hearing Impairments

Developing Auditory Skills: Program Manual and Systematic Lessons. Revised.
134p. 2mf. L2 ED 294 400

Illinois Birth to Three Clearinghouse Bibliography Series: "Materials on Home Care" (#18); "Material on Hearing-Impairment and Deafness in the Clearinghouse" (#19); "Audiovisual Materials in the Clearinghouse Collection" (#20); "Materials on Medical Genetics in the Clearinghouse" (#21).
35p. 1mf. L1 ED 294 402

Information on Sexuality for Young People and Their Families.
127p. 2mf. L2 ED 294 407

It's Your Turn Now! Using Dialogue Journals with Deaf Students.
141p. 2mf. L2 ED 294 396

Kendall Demonstration Elementary School: Mathematics Curriculum Guide. Second Edition.
149p. 2mf. L2 ED 294 399

Music and You: Teacher Guide.
29p. 1mf. L2 ED 294 397

New Assertive You.
64p. 1mf. L2 ED 294 394

Your Computerized Classroom: Using Computers with Hearing Impaired Students.
113p. 2mf. L2 ED 294 406

Hearings

Procedural Safeguards Insuring That Handicapped Children Receive a Free Appropriate Public Education. News Digest #7.
9p. 1mf. L1 ED 294 370

Helping Relationship

Impact of a Military Air Disaster on the Health of Family Assistance Workers.
27p. 1mf. L1 ED 294 067

Where to Turn for Help for Older Persons: A Guide for Action on Behalf of An Older Person.
53p. 1mf. L1 ED 294 077

Heuristics

Problem-Solving Research with Computers.
32p. 1mf. L1 ED 294 760

Sentence Combining and Organizing Principles.
16p. 1mf. L1 ED 294 170

Hidden Curriculum

Interpreting Curriculum Differentiation.
48p. 1mf. L1 ED 294 933

High Risk Persons

Minority Issues in Special Education: A Portrait of the Future. News Digest #9.
9p. 1mf. L1 ED 294 371

Portrait of Young Adolescents in the 1980's.
28p. 1mf. L2 ED 294 649

Preventive Health Care for the Elderly. Hearing before the Subcommittee on Health of the Committee on Finance. United States Senate, One Hundredth Congress, Second Session (Miami, Florida).
173p. 2mf. L1 ED 294 119

High Risk Students

Assessment of the Tennessee Statewide School-College Collaborative for Educational Excellence: The Middle College High School.
32p. 1mf. L1 ED 294 637

Children At Risk: An Urban Education Network Conference Proceedings. (Louisville, KY, December 1985). Occasional Paper No. 023.
42p. 1mf. L1 ED 294 974

Community College Programs for Underprepared Students.
93p. 1mf. L1 ED 294 626

Loss of Credit and Its Impact on High School Students: A Longitudinal Study.
40p. 1mf. L1 ED 294 940

Promotion and Retention Policy Implementation Study No. 463.
43p. 1mf. L1 ED 294 982

Reaching Marginal Students: A Primary Concern for School Renewal.
165p. mf. L3 ED 294 306

Reducing Dropouts.
41p. 1mf. L1 ED 294 951

High School and Beyond (NCES)

High School and Beyond: A National Longitudinal Study for the 1980's. Local Labor Market Indicators for High School and Beyond Schools (1980-1982): Data File User's Manual.
62p. 1mf. L1 ED 294 885

High School Student Opinion Survey

Use of Qualitative Data as a Supplement to Quantitative Analysis of Objective Survey Items.
16p. 1mf. L1 ED 294 896

High School Students

Accelerating the Development of Formal Thinking in Middle and High School Students.
22p. 1mf. L1 ED 294 914

Assessment of the Tennessee Statewide School-College Collaborative for Educational Excellence: The Middle College High School.
32p. 1mf. L1 ED 294 637

Gender Bias in SAT Items.
63p. 1mf. L1 ED 294 915

Longitudinal Profiles of Achievement.
33p. 1mf. L1 ED 294 924

New Mexico High School Proficiency Examination (NMHSPE), 1985-86. District Report.
46p. 1mf. L1 ED 294 883

Presenting California State University Admission Requirements to Tenth Grade Students: A Pilot Project.
12p. 1mf. L1 ED 294 481

Students' Interactions--Developmental Framework: The Social Sphere.
46p. 1mf. L1 ED 294 680

Variability among Ethnic Groups in Longitudinal Patterns of School Achievement: 1975-1986.
22p. 1mf. L1 ED 294 944

What High School Students Know and Can Do.
17p. 1mf. L1 ED 293 996

High Schools

Alienation and Commitment of Students and Teachers in Urban High Schools.
36p. 1mf. L1 ED 294 959

Higher Education

Accountability and Assessment in American Higher Education: Two Case Studies.
30p. 1mf. L1 ED 294 895

Adult and Continuing Education: Noncredit Activities in Institutions of Higher Education. Higher Education General Information Survey (HEGIS) machine-readable data file .
93p. 1mf. L3 ED 294 517

Assessment: Fad or Fact of Life? Proceedings of the North East Association for Institutional Research Annual Conference (14th, Rochester, New York, October 25-27, 1987).
294p. 4mf. L1 ED 294 494

Financial Statistics. Higher Education General Information Survey (HEGIS) machine-readable data file .
93p. 1mf. L3 ED 294 516

Institutional Characteristics of Colleges and Universities. Higher Education General Information Survey (HEGIS) machine-readable data file .
93p. 1mf. L3 ED 294 515

Key Resources on Higher Education Governance, Management, and Leadership. A Guide to the Literature.
515p. mf. L3 ED 294 479

Law and College Counselors.
7p. 1mf. L1 ED 294 090

Science and Higher Education in Korea.
22p. 1mf. L1 ED 294 501

Higher Education Act Amendments 1986

Higher Education Amendments of 1986 (P.L. 99-498): A Summary of Provisions. 87-187 EPW.
104p. 2mf. L1 ED 294 485

Higher Education General Information Survey

Adult and Continuing Education: Noncredit Activities in Institutions of Higher Education. Higher Education General Information Survey (HEGIS) machine-readable data file .
93p. 1mf. L3 ED 294 517

Financial Statistics. Higher Education General Information Survey (HEGIS) machine-readable data file .
93p. 1mf. L3 ED 294 516

Institutional Characteristics of Colleges and Universities. Higher Education General Information Survey (HEGIS) machine-readable data file .
93p. 1mf. L3 ED 294 515

Higher Order Skills

We've Got the "HOTS" for Foreign Languages: Higher Order Thinking Skills.
20p. 1mf. L1 ED 294 641

Hirsch (E D)

Vulgar Canon and Its Uses in the Classroom.
12p. 1mf. L1 ED 294 194

Hispanic Americans

Cross Cultural Validation of TEMAS (Minority Version). A Pluralistic Projective Test.
48p. 1mf. L1 ED 294 879

Falling through the Safety Net: Latinos and the Declining Effectiveness of Anti-Poverty Programs in the 1980s. Public Policy Report 1.
20p. 1mf. L1 ED 294 946

Nine-Year-Old Hispanic Student Writing Performance: A Replication of the 1984-85 National Assessment of Educational Progress.
13p. 1mf. L1 ED 294 931

Reducing Dropouts.
41p. 1mf. L1 ED 294 951

History Instruction

Social Science Curriculum: A Collection of Essays.
66p. 1mf. L1 ED 294 799

History Textbooks

New South as Curriculum: Implications for Understanding Southern Race Relations.
15p. 1mf. L1 ED 294 942

Holistic Approach

Holistic Curriculum.
140p. mf. L3 ED 294 845

Holistic Evaluation

Contrasting Ways To Appraise Improvement in a Writing Course: Paired Comparison and Holistic.
22p. 1mf. L1 ED 294 215

Use of Qualitative Data as a Supplement to Quantitative Analysis of Objective Survey Items.
16p. 1mf. L1 ED 294 896

Holmes Group Report

Holmes Group and Carnegie Reports: Teacher Corps Rediscovered?
11p. 1mf. L1 ED 294 855

Home Economics

Consumer and Homemaking Education for Mainstreamed Handicapped Students in Georgia.
8p. 1mf. L1 ED 293 982

Development Education for the American Teenager through Home Economics. Global Connections. Teacher's Guide.
13p. 1mf. L1 ED 293 983

Home Health Care

"Unidentified Patient" in Home Health Care.
17p. 1mf. L1 ED 294 075

Home Management

Ambiguity and Hesitation: Discourses on Television and the Housewife in Women's Home Magazines, 1948-55.
27p. 1mf. L1 ED 294 548

Marital Problems of Rural/Small City Working Wives: A Study of the Nature and Severity of Marital Problems.
29p. 1mf. L1 ED 294 129

Home Programs

Illinois Birth to Three Clearinghouse Bibliography Series: "Materials on Home Care" (#18); "Material on Hearing-Impairment and Deafness in the Clearinghouse" (#19); "Audiovisual Materials in the Clearinghouse Collection" (#20); "Materials on Medical Genetics in the Clearinghouse" (#21).
35p. 1mf. L1 ED 294 402

Impact Evaluation of a Rural Southern Illinois Community Health Education Geriatric Care Staff-Training Program. Revised .
13p. 1mf. L1 ED 294 070

Home Study

Access to Video Equipment for Study Purposes: Undergraduate Students in 1986. Findings from the Costs/Access Survey 1986. Report No. 5.
19p. 1mf. L1 ED 294 557

Operation of Wastewater Treatment Plants. Volume 1. A Field Study Training Program. Third Edition. Revised.
538p. 6mf. L1 ED 294 755

Homemakers

Ambiguity and Hesitation: Discourses on Television and the Housewife in Women's Home Magazines, 1948-55.
27p. 1mf. L1 ED 294 548

Homemaking Skills

Consumer and Homemaking Education for Mainstreamed Handicapped Students in Georgia.
8p. 1mf. L1 ED 293 982

Homework

Homework: Additional Selected References.
6p. 1mf. L1 ED 294 810

Homework: Going Beyond and Being Creative.
12p. 1mf. L1 ED 294 809

Homework: Suggestions for Educators.
11p. 1mf. L1 ED 294 504

Project HELP--The Home Education Learning Project: A History and Analysis of a Telephone Assistance Program for Homework.
19p. 1mf. L1 ED 294 932

Hong Kong

Pluralistic Ignorance and Communication about a Critical Political Issue.
30p. 1mf. L1 ED 294 292

Honolulu School District HI

SLEP Student Achievement: Some Pertinent Variables and Policy Implications.
43p. 1mf. L1 ED 294 457

Honolulu Youth Symphony Concerts HI

Teacher's Guide for Young People's Concerts.
49p. 1mf. L1 ED 294 774

Hothousing of Preschoolers

Hothousing Young Children: Implications for Early Childhood Policy and Practice.
3p. 1mf. L1 ED 294 653

Hotlines (Public)

Project HELP--The Home Education Learning Project: A History and Analysis of a Telephone Assistance Program for Homework.
19p. 1mf. L1 ED 294 932

Housing

Discharge Policies in Senior Housing.
27p. 1mf. L1 ED 294 103

Full-Timing: A Housing Alternative for Older People.
21p. 1mf. L1 ED 294 108

Housing Deficiencies

Dynamics of Neighborhood Change and Decline.
134p. 2mf. L1 ED 294 934

Human Body

Becoming a Woman: Considerations in Educating Adolescents about Menstruation. Revised 1988. Working Paper No. 169.
30p. 1mf. L2 ED 294 860

Human Capital

Supervisors' Role and the Use of Failure in Guatemala's Schools.
15p. 1mf. L1 ED 294 315

Human Relations

Creating Humane Climates Outdoors: A People Skills Primer.
104p. 2mf. L1 ED 294 706

Dallas and Genesis: Primordiality and Seriality in Popular Culture.
18p. 1mf. L1 ED 294 518

Human Resources

State of U.S. Science and Engineering. A View from the National Science Board.
6p. 1mf. L1 ED 294 748

Human Services

Older Americans Act Amendments of 1987: A Summary of Provisions. Public Law 100-175. An Information Paper Prepared for Use by the Special Committee on Aging. United States Senate, 100th Congress, 1st Session.
95p. 1mf. L1 ED 294 078

Reauthorization of the Older Americans Act. Hearing before the Special Committee on Aging. United States Senate, One Hundredth Congress, First Session (Casselberry, Florida).
39p. 1mf. L1 ED 294 113

(Continued)

Human Services *(Continued)*
Where to Turn for Help for Older Persons: A Guide for Action on Behalf of An Older Person.
53p. 1mf. L1 ED 294 077

Humanistic Education
Direct Instruction and Affective Learning in Career Education.
18p. 1mf. L1 ED 293 984
Pupil Control Ideology and Behavior and the Quality of School Life.
29p. 1mf. L1 ED 294 938

Hungary
Community Cable Television--Hungarian Perspectives.
33p. 1mf. L1 ED 294 550

Hypothesis Formulation
Viewer Viewed.
12p. 1mf. L1 ED 294 551

Identification
Alaska Problem Resource Manual: Alaska Future Problem Solving Program. Alaska Problem 1985-86.
57p. 1mf. L1 ED 294 699
Alcoholic Child in the Elementary School.
64p. 1mf. L1 ED 294 692
Predicting First Grade Achievement from Form Errors in Printing at the Start of Pre-Kindergarten.
16p. 1mf. L1 ED 294 654
Report of Evaluation: Enrichment Kindergarten Program 1985-86.
79p. 1mf. L1 ED 294 652

Identification (Psychology)
Self-Concept Orientations and Self-Directed Videotape Experiences of Delinquent Males.
22p. 1mf. L1 ED 294 556

Ideographs
Text as Image.
26p. 1mf. L1 ED 294 250

Ideography
Text as Image.
26p. 1mf. L1 ED 294 250

Ideology
Pupil Control Ideology and Behavior and the Quality of School Life.
29p. 1mf. L1 ED 294 938

IEA Study of Written Composition
Time To Write: Report of the US-IEA Study of Written Composition.
30p. 1mf. L1 ED 294 187

Illinois
Continuing Infant Mortality Crisis in Illinois. Part 1. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session (Springfield, Illinois, October 5, 1987).
209p. 3mf. L1 ED 294 663

Illinois (Chicago)
Continuing Infant Mortality Crisis in Illinois. Part 2. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session (Chicago, Illinois, October 5, 1987).
163p. 2mf. L1 ED 294 664

Illinois Certification Testing System
Bias Review Methods for a Teacher Certification Testing Program.
32p. 1mf. L1 ED 294 906

Illiteracy
Evaluation of the Impact of the Advertising Council's "Volunteer Against Illiteracy" Campaign on Public Awareness of and Resources Devoted to Adult Literacy for 1985.
677p. 8mf. L1 ED 293 979

Image Analysis
Alaska Problem Resource Manual: Alaska Future Problem Solving Program. Alaska Problem 1985-86.
57p. 1mf. L1 ED 294 699

Imagery
Imaging and Creativity: Creating and Reacting to Sense Data.
17p. 1mf. L1 ED 294 251

Imaging
Imaging and Creativity: Creating and Reacting to Sense Data.
17p. 1mf. L1 ED 294 251

Immersion Programs
Classroom as an Unnatural Setting. A Study of Oracy in Elementary French Immersion Classes in Ontario.
34p. 1mf. L1 ED 294 433

Immigrants
Adjustment Experience of Chinese Immigrant Children in New York City.
272p. 3mf. L2 ED 294 966
Becoming a U.S. Citizen: Lessons on Naturalization.
12p. 1mf. L1 ED 294 772

Immigration and Naturalization Service
Becoming a U.S. Citizen: Lessons on Naturalization.
12p. 1mf. L1 ED 294 772

Immigration Law
Mentally Handicapped Persons and Immigration: A Brief Review.
14p. 1mf. L1 ED 294 365

Improvement Programs
Carnegie Call for Reform: A Second Wave for North Carolina?
Proceedings Report.
34p. 1mf. L1 ED 294 850
Critical Ingredients for School Improvement Efforts.
20p. 1mf. L1 ED 294 325

In Flight Magazines
"American Way's" Flight Pattern: A Profile of American Airline's In-Flight Magazine.
23p. 1mf. L1 ED 294 237

Incentives
Innovative Instructional Incentive Plan.
29p. 1mf. L1 ED 294 678

Incidence
Developmental Consequences of Child Abuse. Selected Papers Number 52.
23p. 1mf. L1 ED 294 660
Learning Disabilities: A Report to the U.S. Congress.
236p. 3mf. L1 ED 294 358
Minority Issues in Special Education: A Portrait of the Future. News Digest #9.
9p. 1mf. L1 ED 294 371
Study of the Special Problems and Needs of American Indians with Handicaps Both On and Off the Reservation. Volume II: Individual Reports. Volume III: Appendices.
337p. 4mf. L1 ED 294 343
Study of the Special Problems and Needs of American Indians with Handicaps Both On and Off the Reservation. Volume I: Executive Summary.
25p. 1mf. L1 ED 294 342

Incidental Learning
Research on Cognitive Effects of Non-Educational TV: An Epistemological Discussion.
55p. 1mf. L1 ED 294 534

Income
Financial Statistics. Higher Education General Information Survey (HEGIS) machine-readable data file .
93p. 1mf. L3 ED 294 516
Migrant Farmworkers in the Oak Orchard Health Service Area. A Descriptive Profile and Assessment of Health Care Needs and Economic Impact.
118p. 2mf. L1 ED 294 707
Money Income and Poverty Status of Families and Persons in the United States: 1986. (Advance Data From the March 1987 Current Population Survey). Consumer Income.
50p. 1mf. L1 ED 294 981
Retirement Equity Act of 1984: Its Impact on Women.
22p. 1mf. L1 ED 294 079

Income Generation
Navamaga: Training Activities for Group Building, Health and Income Generation.
335p. 4mf. L2 ED 294 001

Independent Reading
Schoolwide Independent Reading: The Principal Can Help.
21p. 1mf. L1 ED 294 317

Independent Study
Improving Self-Directed Learning in the Phoenix Air Guard.
120p. 2mf. L1 ED 294 035
Independent Study Program Profiles 1986-1987. Final Report.
67p. 1mf. L1 ED 294 045

Indexes
Resources in Education (RIE). Volume 23, Number 10.
p. mf. L2 ED 293 975

Indicators
Condition of Education. Elementary and Secondary Education, 1988. Volume 1.
141p. 2mf. L1 ED 294 332
Condition of Education. Postsecondary Education, 1988. Volume 2.
122p. 2mf. L1 ED 294 333

Indigenous Populations
Evaluation of the Viles Tok Ples Skul Scheme in the North Solomons Province. ERU Report No. 51.
196p. 3mf. L2 ED 294 443

Individual Characteristics
Transracial Adoption and Placement: A Critical Review of Literature.
13p. 1mf. L1 ED 294 682
What It Means To Be Prosocial: Caretakers' Descriptions of Prosocial 2- and 5-Year-Olds.
27p. 1mf. L1 ED 294 687

Individual Development
Adopted Adolescent. Selected Papers Number 55.
11p. 1mf. L1 ED 294 662
Developing Critical Thinkers: Challenging Adults To Explore Alternative Ways of Thinking and Acting.
293p. mf. L3 ED 294 480
Developmental Consequences of Child Abuse. Selected Papers Number 52.
23p. 1mf. L1 ED 294 660
Longitudinal Analyses of Achievement Data from Durham County (NC) Schools.
37p. 1mf. L1 ED 294 923
Longitudinal Profiles of Achievement.
33p. 1mf. L1 ED 294 924
Perspective of Migrant Adolescents. Selected Papers Number 50.
15p. 1mf. L1 ED 294 658
Portrait of Young Adolescents in the 1980's.
28p. 1mf. L2 ED 294 649
Provisional Program Guidelines for Foreign Language Teacher Education.
14p. 1mf. L1 ED 294 463
Research and Clinical Center for Child Development Annual Report, 1986-1987. No. 10.
68p. 1mf. L1 ED 294 655

Individual Differences
News as Interaction: Technology, Content and Audience.
25p. 1mf. L1 ED 294 527

Individual Needs
"Unidentified Patient" in Home Health Care.
17p. 1mf. L1 ED 294 075
Caregivers and Their Black Elderly Clients.
20p. 1mf. L1 ED 294 130
Enhancing Quality of Life for Patients with Special Care Needs.
13p. 1mf. L1 ED 294 104
Meeting the Needs of Learning Disabled Preschoolers: Suggestions for Classroom Activities.
16p. 1mf. L1 ED 294 336
Residential Health Care for the Chronic Mentally Ill.
21p. 1mf. L1 ED 294 105

Individual Power
Estimates of Preventability and Their Relation to Health Behavior.
23p. 1mf. L1 ED 294 069
Matter of Choice: Planning Ahead for Health Care Decisions. An Information Paper Prepared for Use by the Chairman and Ranking Minority Member of the Special Committee on Aging, United States Senate.
97p. 2mf. L1 ED 294 071

Individualized Education Programs
Consumer and Homemaking Education for Mainstreamed Handicapped Students in Georgia.
8p. 1mf. L1 ED 293 982
Education of Behaviorally Handicapped Students in Maine.
87p. 1mf. L1 ED 294 346

Indonesia
Climbing the Intercultural Ladder: The Gradual Adaptation Process to a Village Culture in Indonesia. Occasional Papers in Intercultural Learning #9.
30p. 1mf. L1 ED 294 771

Industrial Training
Language Training in Industry with Special Reference to the Cape Town Metropolitan Area (Area 39).
76p. 1mf. L1 ED 294 428

Industry
New Media and Old: Education's Response in Three European Countries.
38p. 1mf. L1 ED 294 541
Trade Union Users of Video.
33p. 1mf. L1 ED 294 549
Use Made in Economics and Allied Subjects of Material Supplied by
Industry. Research Papers in Economics Education #11.
33p. 1mf. L1 ED 294 782

Infant Behavior
Developmental Course of Young Children with Emotionally Disturbed Mothers.
16p. 1mf. L1 ED 294 401
Sensorimotor and Action Development in Autistic Children from Infancy to Early Childhood.
25p. 1mf. L1 ED 294 380
Size for Gestational Age and Neonatal Temperament.
9p. 1mf. L1 ED 294 674

Infant Mortality
Continuing Infant Mortality Crisis in Illinois. Part 1. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session (Springfield, Illinois, October 5, 1987).
209p. 3mf. L1 ED 294 663
Continuing Infant Mortality Crisis in Illinois. Part 2. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session (Chicago, Illinois, October 5, 1987).
163p. 2mf. L1 ED 294 664

Infants
Generation in Jeopardy: Children and AIDS. A Report of the Select Committee on Children, Youth, and Families. U.S. House of Representatives, One Hundredth Congress, First Session (December 1987).
184p. 2mf. L1 ED 294 082
Illinois Birth to Three Clearinghouse Bibliography Series: "Materials on Home Care" (#18); "Material on Hearing-Impairment and Deafness in the Clearinghouse" (#19); "Audiovisual Materials in the Clearinghouse Collection" (#20); "Materials on Medical Genetics in the Clearinghouse" (#21).
35p. 1mf. L1 ED 294 402
Research and Clinical Center for Child Development Annual Report, 1986-1987. No. 10.
68p. 1mf. L1 ED 294 655
Size for Gestational Age and Neonatal Temperament.
9p. 1mf. L1 ED 294 674

Inferences
Effects of Native Language Inferencing Ability in English for Specific Purposes.
20p. 1mf. L1 ED 294 456

Infertility
Sex and Intimacy among Infertile Couples.
25p. 1mf. L1 ED 294 820
Use of Services for Family Planning and Infertility, United States, 1982. (Data from the National Survey of Family Growth, Series 23, No. 13).
67p. 1mf. L1 ED 294 115

Informal Assessment
Teacher Knowledge of Their Students' Learning Strengths and Weaknesses.
9p. 1mf. L1 ED 294 144

Informal Leadership
What's So Hard about Staff Development? A Study in Face-to-Face Interaction. Occasional Paper No. 14.
18p. 1mf. L1 ED 294 836

Information Centers
Designing an Information Center: An Analysis of Markets and Delivery Systems.
9p. 1mf. L1 ED 294 478

Information Dissemination
Role of Context Changes in Federal Education Dissemination.
11p. 1mf. L1 ED 294 585
Scientific and Technical Information: Policy and Organization in the Federal Government (H.R. 2159 and H.R. 1615). Hearings before the Subcommittee on Science, Research and Technology of the Committee on Science, Space, and Technology, House of Representatives, One Hundredth Congress, First Session (July 14-15, 1987).
380p. 4mf. L1 ED 294 593

Information Needs
Community Cable Television--Hungarian Perspectives.
33p. 1mf. L1 ED 294 550
Designing an Information Center: An Analysis of Markets and Delivery Systems.
9p. 1mf. L1 ED 294 478
Dropouts, Pushouts and Other Casualties. Hot Topics Series.
238p. 3mf. L1 ED 294 972
Introductory Psychology Class: What Students Want To Know.
15p. 1mf. L1 ED 294 495
Role of Television in the Daily Lives of the Elderly.
41p. 1mf. L1 ED 294 520

Information Networks
EUDISED Data Network Group Meeting. Working Papers.
15p. 1mf. L1 ED 294 575

Information Policy
Scientific and Technical Information: Policy and Organization in the Federal Government (H.R. 2159 and H.R. 1615). Hearings before the Subcommittee on Science, Research and Technology of the Committee on Science, Space, and Technology, House of Representatives, One Hundredth Congress, First Session (July 14-15, 1987).
380p. 4mf. L1 ED 294 593

Information Services
Designing an Information Center: An Analysis of Markets and Delivery Systems.
9p. 1mf. L1 ED 294 478
How Should the Informational Needs of the Aging Be Met?
12p. 1mf. L1 ED 294 582

Information Sources
Alaska Native Participation in the Civilian Conservation Corps. Alaska Historical Commission Studies in History No. 206.
54p. 1mf. L1 ED 294 702
Bibliography of Literature on Neuro-Linguistic Programming.
17p. 1mf. L1 ED 294 444
El Salvador and Nicaragua in Four Elite U.S. Newspapers: Multiple Images and the Journalist's Reporting Perspective.
38p. 1mf. L1 ED 294 208

Information Technology
Computer Assisted Learning or Communications: Which Way for Information Technology in Distance Education? Information Technology Paper No. 250.
18p. 1mf. L1 ED 294 558
Computer Chips and Paper Clips. Technology and Women's Employment. Volume II. Case Studies and Policy Perspectives.
450p. 5mf. L2 ED 294 022
Computer Chips and Paper Clips. Technology and Women's Employment. Volume I.
234p. 3mf. L2 ED 294 021
Leveraging Information Technology. Proceedings of the CAUSE National Conference (Tarpon Springs, Florida, December 1-4, 1987).
592p. 7mf. L1 ED 294 507
Leveraging Information Technology. Track IV: Support Services.
75p. 1mf. L1 ED 294 511
Leveraging Information Technology. Track III: Organizational Issues.
80p. 1mf. L1 ED 294 510
Leveraging Information Technology. Track II: Innovative Management.
73p. 1mf. L1 ED 294 509
Leveraging Information Technology. Track I: Policy and Planning.
64p. 1mf. L1 ED 294 508
Leveraging Information Technology. Track VII: Outstanding Applications.
93p. 1mf. L1 ED 294 514
Leveraging Information Technology. Track VI: Hardware/Software Strategies.
90p. 1mf. L1 ED 294 513
Leveraging Information Technology. Track V: Communications.
79p. 1mf. L1 ED 294 512
News as Interaction: Technology, Content and Audience.
25p. 1mf. L1 ED 294 527
Role of Context Changes in Federal Education Dissemination.
11p. 1mf. L1 ED 294 585

Information Utilization
Improved Career Decision Making through the Use of Labor Market Information (ICDM) Trainer's Guide. 4th Edition.
206p. 3mf. L1 ED 294 065

Inheritance Effects (Television)
Audience Duplication in the Video Age: Changes in Prime Time Inheritance Effects between 1976 and 1985.
20p. 1mf. L1 ED 294 262

Inhibition
Research and Clinical Center for Child Development Annual Report, 1986-1987. No. 10.
68p. 1mf. L1 ED 294 655

Innovation
Analyzing the School Evaluation Use Process To Make Evaluation Worth the Effort.
22p. 1mf. L1 ED 294 299
Leveraging Information Technology. Track VII: Outstanding Applications.
93p. 1mf. L1 ED 294 514

Inplacement (Employment)
Displacement, Outplacement, or Inplacement? Options for Business and Industry.
17p. 1mf. L1 ED 294 125

Inservice Education
Documenting Mastery: An Inservice Presentation. Publication #CU7-370-02.
216p. 3mf. L1 ED 294 886
Essential Ingredients: Cooperation between Universities and School Districts on Staff Development. Occasional Paper No. 16.
12p. 1mf. L1 ED 294 838
Perceptions of Professors and Practitioners Concerning the Practices Which Define the RPTIM Model for Staff Development. Occasional Paper No. 15.
31p. 1mf. L1 ED 294 837

Inservice Teacher Education
Checklist for Designing or Evaluating Inservice Education Proposals.
54p. 1mf. L1 ED 294 303
Creating a Computer-Using Secondary School Faculty through Staff Development.
7p. 1mf. L1 ED 294 568
Essays Grown from a Writing across the Curriculum Institute at Indian Hills Community College: Fostering Cooperation and Cohesion in Writing Instruction.
56p. 1mf. L1 ED 294 182
Improving the Attitudes of Primary Teachers and Students towards Science by Using a Hands-On Approach.
84p. 1mf. L2 ED 294 729
Innovations in Distance Education Applied to the Professional Development of Teachers. (A Canadian Perspective).
22p. 1mf. L1 ED 294 574
Teaching/Learning Laboratory: A Vehicle for Research, Development and Training in Teacher Education. The Application of Microteaching Methodologies to the Training of Teachers to Conduct Oral Assessments.
41p. 1mf. L1 ED 294 910

Institutional Advancement
Public Relations Guide. Featuring PR Tools, PR Techniques, How To Set Up a PR Seminar. Revised Edition.
53p. 1mf. L2 ED 294 804

Institutional Characteristics
Institutional Characteristics of Colleges and Universities. Higher Education General Information Survey (HEGIS) machine-readable data file .
93p. 1mf. L3 ED 294 515
Statistical Abstract 1985-86. Dade County Public Schools.
161p. 2mf. L1 ED 294 882

Institutional Cooperation
Preparing Students for Success at the Postsecondary Level.
24p. 1mf. L1 ED 294 952
School/College Partnerships to Enhance Curriculum: A Statewide Qualitative Evaluation.
63p. 1mf. L1 ED 294 928

Institutional Discrimination
Preparing Minorities and Women as Researchers: Have We Learned Anything?
7p. 1mf. L1 ED 294 469

Institutional Research
Assessment: Fad or Fact of Life? Proceedings of the North East Association for Institutional Research Annual Conference (14th, Rochester, New York, October 25-27, 1987).
294p. 4mf. L1 ED 294 494
Designing an Information Center: An Analysis of Markets and Delivery Systems.
9p. 1mf. L1 ED 294 478
Survey Research: What Works for the Institutional Researcher. Institutional Research Information Series No. 1.
102p. 2mf. L1 ED 294 497

Institutionalized Persons
Address of Wm. Bradford Reynolds.
11p. 1mf. L1 ED 294 381
Enhancing Quality of Life for Patients with Special Care Needs.
13p. 1mf. L1 ED 294 104
Residential Health Care for the Chronic Mentally Ill.
21p. 1mf. L1 ED 294 105

Instruction
Resources for Teaching Virginia Government.
515p. 6mf. L2 ED 294 788

Instructional Design
Computer Assisted Learning or Communications: Which Way for Information Technology in Distance Education? Information Technology Paper No. 250.
18p. 1mf. L1 ED 294 558
Instructional Design Model for Developing a Computer Curriculum To Increase Employee Productivity in a Pharmaceutical Company.
46p. 1mf. L1 ED 294 565
New Approach towards Curriculum Design.
16p. 1mf. L1 ED 294 750

Instructional Development
Instructional Design Model for Developing a Computer Curriculum To Increase Employee Productivity in a Pharmaceutical Company.
46p. 1mf. L1 ED 294 565
Instructional Uses of Microcomputers. Summary of 1984-1986 Projects.
18p. 1mf. L1 ED 294 572

Instructional Effectiveness
Comparison of Computer Based Training vs. Instructor Based Training Using Microsoft Word.
64p. 1mf. L1 ED 294 570
Development, Implementation and Evaluation of an Audiotape and Accompanying Visuals in Hemodynamics as a Supplementary Teaching Aid for Human Anatomy and Physiology: Curriculum and Program Planning.
52p. 1mf. L2 ED 294 563
Effects of Fantasy Context on Children's Learning and Motivation.
10p. 1mf. L1 ED 294 676
Instructional Uses of Computers at the University of Washington.
24p. 1mf. L1 ED 294 571
Learning from Television. IET Paper No. 266.
21p. 1mf. L1 ED 294 560
Project INTERFACE: Identification of Effective Implementation Strategies for Integrating Microcomputer Instruction into Ongoing Educational Services for the Handicapped. Final Report, 1984-86.
112p. 2mf. L1 ED 294 355
Second Language Acquisition by Children: A Review of Twelve Years at Tarrant County Junior College.
10p. 1mf. L1 ED 294 445
Using Video to Enhance Instruction.
70p. 1mf. L1 ED 294 573

Instructional Improvement
Educational Practitioners: Absent Voices in the Building of Educational Theory.
39p. 1mf. L1 ED 294 861
Five Tips To Improve Teaching. Research in Brief.
3p. 1mf. L1 ED 294 863
Instruction from a Distance.
24p. 1mf. L1 ED 294 327

Instructional Innovation
Approach to the Teaching of Television in Secondary Schools.
30p. 1mf. L1 ED 294 528
Celebrating Two Decades of Innovation, 1968-1988.
79p. 1mf. L1 ED 294 614

Instructional Leadership
Appraisal for Professional Improvement.
10p. 1mf. L1 ED 294 319
Performance Contracting.
22p. 1mf. L1 ED 294 300

Instructional Material Evaluation
Development, Implementation and Evaluation of an Audiotape and Accompanying Visuals in Hemodynamics as a Supplementary Teaching Aid for Human Anatomy and Physiology: Curriculum and Program Planning.
52p. 1mf. L2 ED 294 563
Effectiveness of Interactive Computer Assisted Modeling in Teaching Study Strategies and Concept Mapping of College Textbook Material.
20p. 1mf. L1 ED 294 165
Selecting and Evaluating Software for Vocational Education.
208p. 3mf. L2 ED 294 040

Instructional Materials
Annotated Bibliography of Materials for Elementary Foreign Language Programs.
18p. 1mf. L2 ED 294 431
Directory of Curriculum Materials Centers. 2nd Edition.
197p. 3mf. L2 ED 294 588
Getting Started with French or Spanish in the Elementary School: FLES Materials and the Cost in Time and Money.
9p. 1mf. L1 ED 294 450
Training of Trainers in Educational Planning. Report of an IIEP Workshop (Nairobi, Kenya, June 29-July 10, 1987).
160p. 2mf. L2 ED 294 847
Use Made in Economics and Allied Subjects of Material Supplied by Industry. Research Papers in Economics Education #11.
33p. 1mf. L1 ED 294 782

Instructional Models
Sentence Combining and Organizing Principles.
16p. 1mf. L1 ED 294 170

Insurance
HIAA's The Business of Insurance: An Introduction.
39p. 1mf. L2 ED 294 060

Insurance Companies
HIAA's The Business of Insurance: An Introduction.
39p. 1mf. L2 ED 294 060

Insurance Occupations
HIAA's The Business of Insurance: An Introduction.
39p. 1mf. L2 ED 294 060

Integrated Activities
Attitudes of Middle School Students toward Low-Structure and High-Structure Content Journals.
11p. 1mf. L1 ED 294 236
Integrating the Language Arts: Alternatives and Strategies.
7p. 1mf. L1 ED 294 161

Integrated Curriculum
New Approach towards Curriculum Design.
16p. 1mf. L1 ED 294 750
Using Literature To Teach in All Curriculum Areas K-3.
69p. 1mf. L1 ED 294 694

Intellectual Freedom
Constitution and Academic Freedom.
37p. 1mf. L1 ED 294 779

Intellectual History
Absence of Women from the History of Rhetoric: Exclusion or Omission?
24p. 1mf. L2 ED 294 287
Defining Composition: Evidence from the Citations, Years 1971-72 and 1976-77.
20p. 1mf. L1 ED 294 235

Intelligence
New Perspective on Intelligence: Examining Field Dependence/Independence in Light of Sternberg's Triarchic Theory of Intelligence.
27p. 1mf. L1 ED 294 893

Intelligence Differences
Brain Research: The Necessity for Separating Sites, Actions and Functions.
9p. 1mf. L1 ED 294 374
Next Challenge in Gifted Education.
3p. 1mf. L1 ED 294 373

Intensive Language Courses
Ciluba. Livre du formateur (Ciluba. Teacher's Manual).
192p. 2mf. L1 ED 294 441
Kikongo. Livre du formateur (Kikongo. Teacher's Manual).
194p. 3mf. L1 ED 294 442
Lingala. Livre du formateur (Lingala. Teacher's Manual).
227p. 3mf. L1 ED 294 440

Interaction Process Analysis
Assessing Elements of Teacher-Student Communicative Interactions.
12p. 1mf. L1 ED 294 375
Characteristics of Teacher Communicative Expressions Directed to Students Having Multiple Disabilities.
9p. 1mf. L1 ED 294 376
Effects of Group Creativity Training on Teachers' Empathy and Interactions with Students.
22p. 1mf. L1 ED 294 858
Restrictive Procedures Baselines.
41p. 1mf. L1 ED 294 408

Interactive Reading
Beyond the ABC: Toward a Rhetoric of Children's Literature and Reading.
19p. 1mf. L1 ED 294 154

Interactive Video
Effectiveness of Interactive Computer Assisted Modeling in Teaching Study Strategies and Concept Mapping of College Textbook Material.
20p. 1mf. L1 ED 294 165

Intercollegiate Cooperation
Articulation Models and Systems: High School to Community Colleges and Community Colleges to Four Year Institutions.
29p. 1mf. L1 ED 294 628
Texas College & University System Coordinating Board Articulation Workshop Report.
22p. 1mf. L1 ED 294 631

Intercultural Communication
Climbing the Intercultural Ladder: The Gradual Adaptation Process to a Village Culture in Indonesia. Occasional Papers in Intercultural Learning #9.
30p. 1mf. L1 ED 294 771
Relationship of Cultural Similarity, Communication Effectiveness and Uncertainty Reduction.
25p. 1mf. L1 ED 294 289

Interdisciplinary Approach
Interdisciplinary Learning: A Resource Guide. A Small Place to Begin.
84p. 1mf. L1 ED 294 189
L'interdisciplinarite en sciences sociales pour l'etude du contact des langues (Interdisciplinarity in Social Sciences of the Study of the Relationships of Languages). Proceedings of a Colloquium of the International Center for Research on Bilingualism and the Institute for Interethnic and Intercultural Studies and Research (2nd, Quebec City, Quebec, Canada, October 1-5, 1984).
135p. 2mf. L1 ED 294 412
Moving a Graveyard.
9p. 1mf. L1 ED 294 634
Science, Technology and Society as Experienced through Children's Literature.
15p. 1mf. L1 ED 294 141

Interest Research
Conditions for the Persistence of Interest.
26p. 1mf. L1 ED 294 903

Intergenerational Learning
Liberal Arts and the Communication and Aging Course: Infusing a Tradition with an 'Old/New' Twist.
7p. 1mf. L1 ED 294 279

Interlanguage
Effects of Native Language Inferencing Ability in English for Specific Purposes.
20p. 1mf. L1 ED 294 456

Intermediate Grades
Children's Misconceptions about the Multidigit Subtraction Algorithm.
10p. 1mf. L1 ED 294 766

Intermode Differences
Comparison of Computer Based Training vs. Instructor Based Training Using Microsoft Word.
64p. 1mf. L1 ED 294 570

International Assn Evaluation Educ Achievem
Time To Write: Report of the US-IEA Study of Written Composition.
30p. 1mf. L1 ED 294 187

International Cooperation
Earth Day and Environmental Education: Retrospect and Prospect. IES Monograph 1.
12p. 1mf. L1 ED 294 720
Sustainable Resource Development in the Third World. Selected Papers from an International Symposium (Columbus, Ohio, September 1985). Westview Special Studies in Natural Resources and Energy Management.
181p. 2mf. L2 ED 294 727
Texts Adopted at Meetings of the European Ministers Responsible for Sport. 1975-86.
77p. 1mf. L1 ED 294 852
Work Plan of APEID for the Fourth Programming Cycle 1987-1991. Programme Development Meeting (Bangkok, 28 May-June 2, 1986).
221p. 3mf. L2 ED 294 714

International Education
Internationalizing Undergraduate Education: Resources from the Field.
195p. 3mf. L1 ED 294 784
Missouri in the World: A Resource Guide for Social Studies.
133p. 2mf. L1 ED 294 806
Work Plan of APEID for the Fourth Programming Cycle 1987-1991. Programme Development Meeting (Bangkok, 28 May-June 2, 1986).
221p. 3mf. L2 ED 294 714

International Educational Exchange
AFS Orientation Handbook: Volume V.
103p. 2mf. L2 ED 294 793
Youth Exchange Model for Teaching about Natural Resources Development.
14p. 1mf. L1 ED 294 451

International Organizations
Country Information Available in Government Documents.
68p. 1mf. L1 ED 294 580
Educational Cooperation in Asia and the Pacific: 20 years of NIER's Activities.
123p. 2mf. L1 ED 294 309
Ontario Science Education Report Card. Canadian National Comparisons. Research Brief.
94p. 1mf. L1 ED 294 726

International Programs
Africa's Agenda for Action: Reform Policies, Renew Progress.
6p. 1mf. L1 ED 294 777
Educational Cooperation in Asia and the Pacific: 20 years of NIER's Activities.
123p. 2mf. L1 ED 294 309
How a Small/Rural College May Start and Sustain an International Program.
7p. 1mf. L1 ED 294 643

International Relations
Antarctica: Arena for South American Cooperation or Conflict.
26p. 1mf. L1 ED 294 824
Globe Watch. Teachers' Guide for Globe Watch IV: Mexico, Canada, Finland, Japan, the Arms Race, the Iran-Iraq War.
66p. 1mf. L1 ED 294 816
Khomeini, the Future, and U.S. Options. Policy Paper 38.
48p. 1mf. L1 ED 294 822
Soviet SDI Rhetoric: The "Evil Empire" Vision of Mikhail Gorbachev.
32p. 1mf. L1 ED 294 273

International Science and Engineering Fair
Science Fairs: The Whys and Hows.
6p. 1mf. L1 ED 294 311

International Studies
Internationalizing Undergraduate Education: Resources from the Field.
195p. 3mf. L1 ED 294 784

Internship Programs
Albuquerque Public Schools/University of New Mexico Administrative Internship Program: A Unique Response to Today's Realities.
23p. 1mf. L1 ED 294 295
Problems with Placements: What They Reveal about Writing Skills Internships.
16p. 1mf. L1 ED 294 231

Interpersonal Communication
Assessing Elements of Teacher-Student Communicative Interactions.
12p. 1mf. L1 ED 294 375
Characteristics of Teacher Communicative Expressions Directed to Students Having Multiple Disabilities.
9p. 1mf. L1 ED 294 376
Communication Apprehension and Willingness To Communicate as Related to Perceptions of Communication Competence.
26p. 1mf. L1 ED 294 281
Conversational Analysis of Computer-Mediated Discourse.
23p. 1mf. L1 ED 294 260
Cooperative Learning.
7p. 1mf. L1 ED 294 853
Creating Humane Climates Outdoors: A People Skills Primer.
104p. 2mf. L1 ED 294 706
Experiential Learning of Nonverbal Communication in Popular Magazine Advertising.
12p. 1mf. L1 ED 294 258
Helping Youth Decide. Second Edition.
26p. 1mf. L1 ED 294 100
Helping Youth Decide: A Workshop Guide.
47p. 1mf. L1 ED 294 101
It's Your Turn Now! Using Dialogue Journals with Deaf Students.
141p. 2mf. L2 ED 294 396
Marital Problems of Rural/Small City Working Wives: A Study of the Nature and Severity of Marital Problems.
29p. 1mf. L1 ED 294 129
Mauritanian Arabic. Communication and Culture Handbook. Peace Corps Language Handbook Series.
323p. 4mf. L1 ED 294 423
Mende Language Manual. Revised Edition.
115p. 2mf. L1 ED 294 419
Pardon Me, Can I Talk Now?: A Look at the Roles of Interruptions in Conversation.
29p. 1mf. L1 ED 294 261
Relationship of Cultural Similarity, Communication Effectiveness and Uncertainty Reduction.
25p. 1mf. L1 ED 294 289
Siblings as Communication Trainers for Prelinguistic Infants with Down Syndrome.
175p. 2mf. L1 ED 294 356
Susu Language Manual: Sierra Leone.
69p. 1mf. L1 ED 294 421
Vous de Parler. French Trainee Book.
365p. 4mf. L1 ED 294 422
What's So Hard about Staff Development? A Study in Face-to-Face Interaction. Occasional Paper No. 14.
18p. 1mf. L1 ED 294 836
Wolof Teachers Manual. Draft Chapters I-VI.
101p. 2mf. L1 ED 294 420

Interpersonal Competence
Communication Apprehension and Willingness To Communicate as Related to Perceptions of Communication Competence.
26p. 1mf. L1 ED 294 281
Communicative Abilities of Disabled and Nondisabled Children.
38p. 1mf. L1 ED 294 385
New Assertive You.
64p. 1mf. L2 ED 294 394
Social Reciprocity: Early Intervention Emphasis for Young Children with Severe/Profound Handicaps. Working Paper #1. Charlotte Circle Project.
19p. 1mf. L1 ED 294 362
Social Skills. News Digest #6.
9p. 1mf. L1 ED 294 369

Interpersonal Relationship
Information on Sexuality for Young People and Their Families.
127p. 2mf. L2 ED 294 407
Students' Interactions--Developmental Framework: The Social Sphere.
46p. 1mf. L1 ED 294 680

Interpretive Communities
Audience Awareness and Critical Essays on Literature: Helping Students Become Part of an Interpretive Community.
26p. 1mf. L1 ED 294 229

Interpretive Research
Interpreting Curriculum Differentiation.
48p. 1mf. L1 ED 294 933

Interrater Reliability
Professional and the Lay Judge: A Comparison of Competitive Rankings in Forensics Tournaments.
12p. 1mf. L1 ED 294 276

Interruptions
Pardon Me, Can I Talk Now?: A Look at the Roles of Interruptions in Conversation.
29p. 1mf. L1 ED 294 261

Intervention
Address of Wm. Bradford Reynolds.
11p. 1mf. L1 ED 294 381
Innovative Instructional Incentive Plan.
29p. 1mf. L1 ED 294 678
Preschool Programs for Handicapped Children. Fastback 257.
36p. 1mf. L1 ED 294 359

Interviews
"We the People": Judge William Wayne Justice and Other East Texans on the Constitution.
85p. 1mf. L1 ED 294 791
Teaching/Learning Laboratory: A Vehicle for Research, Development and Training in Teacher Education. The Application of Microteaching Methodologies to the Training of Teachers to Conduct Oral Assessments.
41p. 1mf. L1 ED 294 910

Intrapersonal Communication
Imaging and Creativity: Creating and Reacting to Sense Data.
17p. 1mf. L1 ED 294 251

Intrasubject Paired Comparison
Contrasting Ways To Appraise Improvement in a Writing Course: Paired Comparison and Holistic.
22p. 1mf. L1 ED 294 215

Introductory Courses
Written Assignments in the Introductory Course.
16p. 1mf. L1 ED 294 218

Inventions
Inventions and Inventors. LC Science Tracer Bullet.
14p. 1mf. L1 ED 294 731

Iowa
Civil War and Iowa.
33p. 1mf. L1 ED 294 787
Grading-Credit-Diploma: Accommodation Practices for Students with Mild Disabilities.
58p. 1mf. L1 ED 294 403
Selected Collective Bargaining Agreements of Iowa Two-Year Colleges.
366p. 4mf. L1 ED 294 601

Iowa (Des Moines)
Report of Evaluation: Enrichment Kindergarten Program 1985-86.
79p. 1mf. L1 ED 294 652

Iran
Khomeini, the Future, and U.S. Options. Policy Paper 38.
48p. 1mf. L1 ED 294 822

Ireland
Adspots and Green Eyes: 'National' Identity in Irish TV Commercials and Other 'Marginal' Areas of Irish Television.
21p. 1mf. L1 ED 294 526

Israel
Children's Conceptions of Plants as Living Things.
18p. 1mf. L1 ED 294 732
Dallas and Genesis: Primordiality and Seriality in Popular Culture.
18p. 1mf. L1 ED 294 518

Italy
Integration in Italy: A Dynamic Movement.
15p. 1mf. L1 ED 294 341
New Trends in Television Consumption.
9p. 1mf. L1 ED 294 539
Strategies of TV News Dramatization: An Attempt of Discourse Analysis.
17p. 1mf. L1 ED 294 525

Item Analysis
Content Specification for Test Development.
24p. 1mf. L1 ED 294 909
Critique of Difficulty Estimation Methodologies in the Setting of Cut Points and a Discussion of an Alternative Methodology: The Direct Standard Setting Method.
13p. 1mf. L1 ED 294 927
Practical Realization of the Standard Error of the Mantel-Haenszel Statistic.
31p. 1mf. L1 ED 294 917

Iterative Methods
Experimental Research on the Explanation of Item Bias.
13p. 1mf. L1 ED 294 912

Japan
How the Architectural Research Is Used in Educational Facilities and Design in Japan. Phase II.
33p. 1mf. L1 ED 294 318
How To Teach Literature in EFL/ESL Classes.
9p. 1mf. L1 ED 294 455
Long-Term Follow-up Study of Children Developmentally Retarded by Early Environmental Deprivation.
10p. 1mf. L1 ED 294 377
Research and Clinical Center for Child Development Annual Report, 1986-1987. No. 10.
68p. 1mf. L1 ED 294 655

Japanese
Listen, Practice, Converse: A Communication Approach to Second Language Acquisition in Torrance Unified School District. (A Japanese and Korean Bilingual Program Funded under Title VII of the Elementary and Secondary Education Act.) Third Annual Evaluation Report (1986-1987).
73p. 1mf. L1 ED 294 430

Japanese People
Personality Study of Hawaii Japanese Nonagenarians: Preliminary Findings. Technical Report.
15p. 1mf. L1 ED 294 134

Jefferson (Thomas)
Wall of Separation: Two Hundred Years of Mr. Jefferson's Idea. The Expansion of Religious Freedom in the United States.
50p. 1mf. L1 ED 294 773

Job Application
Job Skills. Youth Employment Competency Tests and Curriculum Guide.
99p. 2mf. L1 ED 294 053

Job Coaches
Job Coaching in Supported Work Programs.
164p. 2mf. L1 ED 294 050

Job Enrichment
Delegation--A Fundamental Management Process.
18p. 1mf. L1 ED 294 330

Job Performance
Potentials Unlimited: Nursing Practice, Education and Administration. Nursing Research Conference Proceedings (1st, Fresno, California, April 8, 1987).
101p. 2mf. L1 ED 294 002

Job Placement
Advising at UC Davis: A Report of Student Opinions.
23p. 1mf. L1 ED 294 490
Education for Employment Initiatives/Cities-in-Schools Program.
14p. 1mf. L1 ED 294 005
Job Coaching in Supported Work Programs.
164p. 2mf. L1 ED 294 050
Special Education Parents Alliance. Parent-Professional Teamwork Employment Project for Persons with Disabilities: "How-To" Booklet.
20p. 1mf. L1 ED 294 379

Job Satisfaction
Job Search Methods of Low-Income Youth.
24p. 1mf. L1 ED 294 019
Teacher Job Satisfaction and Some Associated Variables in Singapore.
36p. 1mf. L1 ED 294 873

Job Search Methods
Job Search Methods of Low-Income Youth.
24p. 1mf. L1 ED 294 019
Job Skills. Youth Employment Competency Tests and Curriculum Guide.
99p. 2mf. L1 ED 294 053
Pre-Employment Competencies System.
291p. 4mf. L1 ED 294 051
Preparing for Work: Student Workbook and Teacher Guide.
269p. 3mf. L2 ED 294 395

Job Sharing
"Creative" Work Schedules.
13p. 1mf. L1 ED 294 011

Job Skills
Competency-Based Employability Skills Program.
376p. 4mf. L1 ED 294 062
Job Skills. Youth Employment Competency Tests and Curriculum Guide.
99p. 2mf. L1 ED 294 053
Occupational Clusters of the Engineering Technical Workforce.
200p. 3mf. L1 ED 294 046
Vocational Training for Students Who Are Seriously Emotionally Disturbed. Teaching Research.
9p. 1mf. L1 ED 293 997

Job Training
ESC-20 Community-Based Services Work Adjustment Program; Community-Based Work Training Curriculum.
33p. 1mf. L1 ED 294 349
Back to Basics under JTPA. A Policy Statement.
25p. 1mf. L1 ED 294 047
Compendium of JTPA and Related Evaluation Studies.
189p. 2mf. L1 ED 294 048
Managing Contract Training Programs: Progress and Proposals. Institute for Studies in Higher Education Policy Paper No. 2.
27p. 1mf. L1 ED 294 616
Study of Private and Public Sector Vocational Training Programs in California.
98p. 2mf. L1 ED 294 007

Job Training Partnership Act 1982
Assessment of Adult and Youth Performance Standards under the Job Training Partnership Act. Research Report Series.
61p. 1mf. L1 ED 294 055
Back to Basics under JTPA. A Policy Statement.
25p. 1mf. L1 ED 294 047
Compendium of JTPA and Related Evaluation Studies.
189p. 2mf. L1 ED 294 048
Designing and Implementing Youth Programs: Job Training Partnership Act Youth Employment Forums Manual.
217p. 3mf. L2 ED 294 049
Establishing Service Goals for School Dropouts under the Job Training Partnership Act. Final Report.
100p. 2mf. L1 ED 294 056
Issues for Active State Management of the JTPA Title III Grant: A Guide for State Planners and Managers.
122p. 2mf. L1 ED 294 054
Job Skills. Youth Employment Competency Tests and Curriculum Guide.
99p. 2mf. L1 ED 294 053
Pre-Employment Competencies System.
291p. 4mf. L1 ED 294 051
Using JTPA Performance Standards as a State Policy Tool.
21p. 1mf. L2 ED 294 058
Youth Employment Competencies. A Resource Manual. Volume I. Technical Assistance Guide 2:84. Volume II. Technical Assistance Guide 3:84.
139p. 2mf. L1 ED 294 052

Journal Citation Reports
Defining Composition: Evidence from the Citations, Years 1971-72 and 1976-77.
20p. 1mf. L1 ED 294 235

Journalism
El Salvador and Nicaragua in Four Elite U.S. Newspapers: Multiple Images and the Journalist's Reporting Perspective.
38p. 1mf. L1 ED 294 208
How Third World Journalists View Their Role in the National Development Process: A Philippine Case Study.
26p. 1mf. L1 ED 294 225
National Survey of New Zealand Journalists. A Summary Report.
9p. 1mf. L1 ED 294 228
U.S. Editors' Perceptions of World Press Problems: An Agenda for Future Research.
29p. 1mf. L1 ED 294 290

Journalism Education
Language Arts.
46p. 1mf. L1 ED 294 186
National Survey of New Zealand Journalists. A Summary Report.
9p. 1mf. L1 ED 294 228

Journalism Research
Role of Psychographic Analysis in Developing Mass Communication Theory.
29p. 1mf. L1 ED 294 269

Judges
Professional and the Lay Judge: A Comparison of Competitive Rankings in Forensics Tournaments.
12p. 1mf. L1 ED 294 276

Junior High School Students
Accelerating the Development of Formal Thinking in Middle and High School Students.
22p. 1mf. L1 ED 294 914
Knowledge Representation about Projectile Motion in Junior High School Students.
69p. 1mf. L1 ED 294 739

Junior High Schools
Junior High Mathematics Program of Studies and Curriculum Guide. 1987. Draft.
348p. 4mf. L1 ED 294 763

Justice
Model Curriculum for Human Rights and Genocide.
73p. 1mf. L2 ED 294 825

Kansas
Selected Collective Bargaining Agreements of Kansas Two-Year Colleges.
363p. 4mf. L1 ED 294 602

Kendall Demonstration Elementary School DC
Kendall Demonstration Elementary School: Mathematics Curriculum Guide. Second Edition.
149p. 2mf. L2 ED 294 399

Kenya
State/Media Relations in Developing Nations: The Case of the Republic of Kenya.
60p. 1mf. L1 ED 294 223

Keyboarding (Data Entry)
Guidelines for Teaching Keyboarding.
16p. 1mf. L1 ED 294 014

Khomeini (Ayatollah Ruhollah)
Khomeini, the Future, and U.S. Options. Policy Paper 38.
48p. 1mf. L1 ED 294 822

Kindergarten
Developmental Approach to Kindergarten: Profile of an Expert Teacher.
34p. 1mf. L1 ED 294 679
Effectiveness of Preschool; and Comparing Full-Day, Half-Day, and Alternate-Day Kindergartens.
110p. 2mf. L1 ED 294 648
Here They Come: Ready or Not! Report of the School Readiness Task Force.
33p. 1mf. L2 ED 294 697
National Cutoff Date for Students Entering Kindergarten or First Grade. Promoting State Legislation.
29p. 1mf. L2 ED 294 673
Report of Evaluation: Enrichment Kindergarten Program 1985-86.
79p. 1mf. L1 ED 294 652

Kindergarten Children
Correlates of Elementary School Retention: A Case Study. Report #537.
9p. 1mf. L1 ED 294 675
Fostering Comprehension by Reading Books to Kindergarten Children. Technical Report No. 426.
35p. 1mf. L1 ED 294 138
National Cutoff Date for Students Entering Kindergarten or First Grade. Promoting State Legislation.
29p. 1mf. L2 ED 294 673
Parental Perceptions and Practices Regarding Kindergarten Retention.
16p. 1mf. L2 ED 294 686
Predicting First Grade Achievement from Form Errors in Printing at the Start of Pre-Kindergarten.
16p. 1mf. L1 ED 294 654
Wilmette District #39 Kindergarten Study. Final Report.
50p. 1mf. L1 ED 294 681

Kinship
Dallas and Genesis: Primordiality and Seriality in Popular Culture.
18p. 1mf. L1 ED 294 518

Kituba
Kikongo. Livre du formateur (Kikongo. Teacher's Manual).
194p. 3mf. L1 ED 294 442

Know Nothing Party
Rhetoric of the Know-Nothing Party: Nativism as a Response to the Rhetorical Situation.
34p. 1mf. L1 ED 294 283

Knowledge Level
Connaissance et utilisation des deux langues en milieu partiellement bilingue (Knowledge and Use of Two Languages in a Partially Bilingual Situation).
22p. 1mf. L1 ED 294 459
Effects of the Learning Disability Label, Quality of Writing Performance, and Examiner's Level of Expertise on the Evaluation of Written Products.
26p. 1mf. L1 ED 294 351
Investigating Teachers' Knowledge through Ethnographic and Biographical Approaches: A Case Study.
30p. 1mf. L1 ED 294 874
Knowledge Structures: Where Can We Find Them?
13p. 1mf. L1 ED 294 922

Korean
Listen, Practice, Converse: A Communication Approach to Second Language Acquisition in Torrance Unified School District. (A Japanese and Korean Bilingual Program Funded under Title VII of the Elementary and Secondary Education Act.) Third Annual Evaluation Report (1986-1987).
73p. 1mf. L1 ED 294 430

Labeling (of Persons)
Effects of the Learning Disability Label, Quality of Writing Performance, and Examiner's Level of Expertise on the Evaluation of Written Products.
26p. 1mf. L1 ED 294 351

Labor Force Development
Reviewing Health Manpower Development. A Method of Improving National Health Systems. Public Health Papers No. 83.
152p. 2mf. L2 ED 294 023

Labor Market
High School and Beyond: A National Longitudinal Study for the 1980's. Local Labor Market Indicators for High School and Beyond Schools (1980-1982): Data File User's Manual.
62p. 1mf. L1 ED 294 885
Improved Career Decision Making through the Use of Labor Market Information (ICDM) Trainer's Guide. 4th Edition.
206p. 3mf. L1 ED 294 065

Labor Needs
Simple Forecasting Model Linking Macroeconomic Policy to Industrial Employment Demand.
41p. 1mf. L1 ED 294 031

Labor Relations
Language Training in Industry with Special Reference to the Cape Town Metropolitan Area (Area 39).
76p. 1mf. L1 ED 294 428

Labor Turnover
Job Stability among Young Women: A Comparison of Traditional and Nontraditional Occupations. A Rand Note.
33p. 1mf. L2 ED 294 043

Laboratory Animals
Effect of Animal Dissections on Student Acquisition of Knowledge of and Attitudes toward the Animals Dissected.
20p. 1mf. L1 ED 294 749
Moist Side of Life--Some Classroom Activities in Biological Adaptation.
52p. 1mf. L1 ED 294 718

Laboratory Experiments
Effect of Animal Dissections on Student Acquisition of Knowledge of and Attitudes toward the Animals Dissected.
20p. 1mf. L1 ED 294 749

Laboratory Procedures
Effect of Animal Dissections on Student Acquisition of Knowledge of and Attitudes toward the Animals Dissected.
20p. 1mf. L1 ED 294 749

Language Acquisition
First Language/Second Language: Acquisition, Writing, and Cognitive Development.
14p. 1mf. L1 ED 294 203
Long-Term Follow-up Study of Children Developmentally Retarded by Early Environmental Deprivation.
10p. 1mf. L1 ED 294 377
Use of Non-Ostensive Words in Varied Linguistic Contexts: A Study of Word Awareness in 6-12 Year Olds.
21p. 1mf. L1 ED 294 446

Language Arts
Critical Thinking in Problem Solving: A Perspective for the Language Arts Teacher.
12p. 1mf. L1 ED 294 184
English Language Arts Framework: Kindergarten-Grade 12.
130p. 2mf. L1 ED 294 174
English Language Arts: K-12 Curriculum Guidelines.
143p. 2mf. L1 ED 294 211
GLASS: Gifted Language Arts and Social Studies.
123p. 2mf. L1 ED 294 248
Language Arts for the Secondary Gifted.
59p. 1mf. L1 ED 294 249
Literature for All Students: A Sourcebook for Teachers.
237p. 3mf. L2 ED 294 191
National Reading and Language Arts Educators' Conference Yearbook.
104p. 2mf. L1 ED 294 160
Using the Outdoors To Teach Language Arts.
96p. 1mf. L1 ED 294 705
Your Computerized Classroom: Using Computers with Hearing Impaired Students.
113p. 2mf. L2 ED 294 406

Language Attitudes
Boredom and the Pedagogy of Responsibility.
8p. 1mf. L1 ED 294 291

Language Contact
L'interdisciplinarite en sciences sociales pour l'etude du contact des langues (Interdisciplinarity in Social Sciences of the Study of the Relationships of Languages). Proceedings of a Colloquium of the International Center for Research on Bilingualism and the Institute for Interethnic and Intercultural Studies and Research (2nd, Quebec City, Quebec, Canada, October 1-5, 1984).
135p. 2mf. L1 ED 294 412

Language Dominance
Connaissance et utilisation des deux langues en milieu partiellement bilingue (Knowledge and Use of Two Languages in a Partially Bilingual Situation).
22p. 1mf. L1 ED 294 459

Language Experience Approach
"On the Hurricane Deck of a Mule": Teaching Adults To Read Using Language-Experience and Oral History Techniques.
149p. 2mf. L1 ED 294 155
Language Experience Approach for Beginning Reading: A Quantitative Research Synthesis.
45p. 1mf. L1 ED 294 139
Read On! II. A Sequential Reading Series. Book 1 and Workbook 1.
156p. 2mf. L2 ED 293 989
Read On! II. A Sequential Reading Series. Instructor's Guide.
72p. 1mf. L2 ED 293 988
Read On! II. A Sequential Reading Series. Book 3 and Workbook 3: Tribute to Red.
123p. 2mf. L2 ED 293 991
Read On! II. A Sequential Reading Series. Book 2 and Workbook 2: Musical Mix-Up.
122p. 2mf. L2 ED 293 990
Read On! II. A Sequential Reading Series. Book 5 and Workbook 5: Let Me Tell You a Story.
176p. 2mf. L2 ED 293 993
Read On! II. A Sequential Reading Series. Book 3 and Workbook 3: Vote.
143p. 2mf. L2 ED 293 992
Read On! II. A Sequential Reading Series. Book 6 and Workbook 6: In My Opinion.
140p. 2mf. L2 ED 293 994

Language Handicaps
Current Issues in Language Disorders.
31p. 1mf. L1 ED 294 384

Language of Instruction
Evaluation of the Viles Tok Ples Skul Scheme in the North Solomons Province. ERU Report No. 51.
196p. 3mf. L2 ED 294 443

Language Patterns
Perception of Final Lengthening.
13p. 1mf. L1 ED 294 434

Language Processing
First Language/Second Language: Acquisition, Writing, and Cognitive Development.
14p. 1mf. L1 ED 294 203

Language Proficiency
Building Advanced Oral Proficiency Skills for Managers.
22p. 1mf. L1 ED 294 425
Needs Analysis of Higher Primary Teachers in Kwa Zulu. Report of a Project: "Improvement of English Language Proficiency of Black Primary School Teachers in Southern Africa."
106p. 2mf. L1 ED 294 427

Language Research
Bibliography of Literature on Neuro-Linguistic Programming.
17p. 1mf. L1 ED 294 444
L'interdisciplinarite en sciences sociales pour l'etude du contact des langues (Interdisciplinarity in Social Sciences of the Study of the Relationships of Languages). Proceedings of a Colloquium of the International Center for Research on Bilingualism and the Institute for Interethnic and Intercultural Studies and Research (2nd, Quebec City, Quebec, Canada, October 1-5, 1984).
135p. 2mf. L1 ED 294 412

Language Role
Women and Communicative Power: Theory, Research, and Practice.
132p. 2mf. L1 ED 294 263

Language Skills
We've Got the "HOTS" for Foreign Languages: Higher Order Thinking Skills.
20p. 1mf. L1 ED 294 641

Language Styles
Cross-Disciplinary Dialogue on the Effects of Gender Stereotypical Speech Style in a Management Setting.
33p. 1mf. L1 ED 294 272

Language Teachers
Peace Corps Botswana Language Teacher Training Workshop Report (Gaborone, Botswana, Africa, June 3-13, 1985).
71p. 1mf. L1 ED 294 416
Provisional Program Guidelines for Foreign Language Teacher Education.
14p. 1mf. L1 ED 294 463
Second Language Acquisition by Children: A Review of Twelve Years at Tarrant County Junior College.
10p. 1mf. L1 ED 294 445

Language Usage
Actes du colloque: Tendances actuelles de la recherche sur la langue parlee (Conference Presentations: Current Trends in Research on Oral Language).
168p. 2mf. L1 ED 294 460
Connaissance et utilisation des deux langues en milieu partiellement bilingue (Knowledge and Use of Two Languages in a Partially Bilingual Situation).
22p. 1mf. L1 ED 294 459

(Continued)

Language Usage *(Continued)*
- L'interdisciplinarite en sciences sociales pour l'etude du contact des langues (Interdisciplinarity in Social Sciences of the Study of the Relationships of Languages). Proceedings of a Colloquium of the International Center for Research on Bilingualism and the Institute for Interethnic and Intercultural Studies and Research (2nd, Quebec City, Quebec, Canada, October 1-5, 1984). 135p. 2mf. L1 ED 294 412
- Perception of Final Lengthening. 13p. 1mf. L1 ED 294 434
- Tutorial Questions in Caretaker Speech. 47p. 1mf. L1 ED 294 461
- Use of Non-Ostensive Words in Varied Linguistic Contexts: A Study of Word Awareness in 6-12 Year Olds. 21p. 1mf. L1 ED 294 446

Language Variation
- Low Front Vowel Tensing in Lexical Phonology. 46p. 1mf. L1 ED 294 436

Languages
- Iumi Lanem Pijin. A Basic Course in Solomon Islands Pidgin. 178p. 2mf. L1 ED 294 417

Large School Districts
- Teacher Evaluation Practices in Our Largest School Districts: Are They Measuring Up to "State-of-the-Art" Systems? 39p. 1mf. L1 ED 294 316

Latent Trait Theory
- Computerized Adaptive Testing: A Good Idea Waiting for the Right Technology. 19p. 1mf. L1 ED 294 901
- Effects on Parameter Estimation of Correlated Abilities Using a Two-Dimensional, Two-Parameter Logistic Item Response Model. 19p. 1mf. L1 ED 294 925

Latin America
- Capacitacion de educadores para areas marginales--I: Caracteristicas y necesidades educativas de los ninos, jovenes y adultos en las poblaciones menos favorecidas, rurales y urbanas. Tercera edicion (Preparation of Educators for Marginal Areas--I: Educational Needs and Characteristics of Children, Youth and Adults in Disadvantaged Populations, Rural and Urban. Third Edition). 32p. 1mf. L1 ED 294 800
- Obstacles to Television Reform in Latin America--A New Look at the Failures. 21p. 1mf. L1 ED 294 537
- Regionalism and Development in Early Nineteenth Century Spanish America. 19p. 1mf. L1 ED 294 823

Latin American History
- Regionalism and Development in Early Nineteenth Century Spanish America. 19p. 1mf. L1 ED 294 823

Laws
- Law and College Counselors. 7p. 1mf. L1 ED 294 090
- Literature Review of Sexual Abuse. 61p. 1mf. L1 ED 294 085

Leadership
- Creating Humane Climates Outdoors: A People Skills Primer. 104p. 2mf. L1 ED 294 706
- Key Resources on Higher Education Governance, Management, and Leadership. A Guide to the Literature. 515p. mf. L3 ED 294 479
- Languages of Leadership: Metaphor Making in Educational Administration. 17p. 1mf. L1 ED 294 296
- Strategic Planning and Leadership in Continuing Education: Enhancing Organizational Vitality, Responsiveness, and Identity. Jossey-Bass Higher Education Series. 247p. mf. L3 ED 294 498
- Women in Vocational Education Leadership Positions: Factors Influencing Success. Final Report. 56p. 1mf. L1 ED 294 033

Leadership Qualities
- Gender and Leadership Differences in Smiles in Sorority and Fraternity Pictures. 13p. 1mf. L1 ED 294 277

Leadership Responsibility
- Appraisal for Professional Improvement. 10p. 1mf. L1 ED 294 319
- Future Is Now: Implications for the Development of (Special) Education Leaders. 14p. 1mf. L1 ED 294 391

Leadership Styles
- Curriculum Design: Nurse Educator's Role in Managing and Utilizing Various Teaching Methodologies. 55p. 1mf. L1 ED 294 474

Leadership Training
- Learning To Lead: An Annotated Bibliography. 31p. 1mf. L1 ED 294 025
- Navamaga: Training Activities for Group Building, Health and Income Generation. 335p. 4mf. L2 ED 294 001

League for Innovation in the Community Coll
- Celebrating Two Decades of Innovation, 1968-1988. 79p. 1mf. L1 ED 294 614
- Child Care Center Operations and Facilities of Selected League for Innovation Community Colleges. 98p. 2mf. L1 ED 294 672

Learning
- Effects of Fantasy Context on Children's Learning and Motivation. 10p. 1mf. L1 ED 294 676

Learning Activities
- Creating Humane Climates Outdoors: A People Skills Primer. 104p. 2mf. L1 ED 294 706
- Developing Auditory Skills: Program Manual and Systematic Lessons. Revised. 134p. 2mf. L2 ED 294 400
- Kendall Demonstration Elementary School: Mathematics Curriculum Guide. Second Edition. 149p. 2mf. L2 ED 294 399
- Missouri in the World: A Resource Guide for Social Studies. 133p. 2mf. L1 ED 294 806
- Teaching Nutrition to Young Children. 52p. 1mf. L1 ED 294 647
- Using Literature To Teach in All Curriculum Areas K-3. 69p. 1mf. L1 ED 294 694

Learning Disabilities
- Academic Engagement of Elementary School Children with Learning Disabilities. 41p. 1mf. L1 ED 294 340
- Chronological Age at School Entrance and the Prevention of Learning Disabilities: Policy Making and the Misinterpretation of Research. 30p. 1mf. L1 ED 294 409
- Communicative Abilities of Disabled and Nondisabled Children. 38p. 1mf. L1 ED 294 385
- Connecticut's Pilot Programs for College Students with Learning Disabilities: Final Report. 85p. 1mf. L1 ED 294 363
- Effects of the Learning Disability Label, Quality of Writing Performance, and Examiner's Level of Expertise on the Evaluation of Written Products. 26p. 1mf. L1 ED 294 351
- Learning Disabilities: A Report to the U.S. Congress. 236p. 3mf. L1 ED 294 358
- Meeting the Needs of Learning Disabled Preschoolers: Suggestions for Classroom Activities. 16p. 1mf. L1 ED 294 336
- Post-Secondary Programmes and Services for Exceptional Persons: North American Trends. 14p. 1mf. L1 ED 294 389

Learning Laboratories
- Community College Programs for Underprepared Students. 93p. 1mf. L1 ED 294 626

Learning Modules
- Audiotutorial Tapes as Aids to College Chemistry Registrants. Research Report #10-87. 15p. 1mf. L1 ED 294 716

Learning Motivation
- Motivation, Attributions, and Approaches to Learning in British and Hungarian Secondary Schools. 23p. 1mf. L1 ED 294 921

Learning Problems
- English Skills I: Course No. 1001300. Parallel Alternative Strategies for Students. 385p. 5mf. L1 ED 294 245
- English Skills III: Course No. 1001360. Parallel Alternative Strategies for Students. 450p. 5mf. L1 ED 294 246
- English Skills IV: Course No. 1001390. Parallel Alternative Strategies for Students. 386p. 5mf. L1 ED 294 247

Learning Processes
- Boredom and the Pedagogy of Responsibility. 8p. 1mf. L1 ED 294 291
- Connectionist Learning Procedures. 70p. 1mf. L1 ED 294 889
- Current Issues in Language Disorders. 31p. 1mf. L1 ED 294 384
- Head and Hand: An Action Approach to Thinking. Occasional Paper No. 3. 20p. 1mf. L1 ED 293 999
- Knowledge Representation about Projectile Motion in Junior High School Students. 69p. 1mf. L1 ED 294 739
- Problem Solving: Learning from Experts and Novices. 11p. 1mf. L1 ED 294 752
- Relation between Problem Categorization and Problem Solving among Novices and Experts. 27p. 1mf. L1 ED 294 753

Learning Readiness
- Improving Self-Directed Learning in the Phoenix Air Guard. 120p. 2mf. L1 ED 294 035

Learning Strategies
- Communicative Abilities of Disabled and Nondisabled Children. 38p. 1mf. L1 ED 294 385
- Cooperative Learning. 7p. 1mf. L1 ED 294 853
- Head and Hand: An Action Approach to Thinking. Occasional Paper No. 3. 20p. 1mf. L1 ED 293 999
- Knowledge Which Underpins the Craft of Teaching. 17p. 1mf. L1 ED 294 872
- Problem Solving: Tips for Teachers. Selections from the "Arithmetic Teacher." 83p. mf. L3 ED 294 757
- Problem-Solving Research with Computers. 32p. 1mf. L1 ED 294 760
- Successful Learning: Strategies for College and University Students. 138p. 2mf. L1 ED 294 102

Learning Theories
- Cognition, Construction of Knowledge, and Teaching. 20p. 1mf. L1 ED 294 754
- Reading and Writing as Ways of Knowing and Learning. Technical Report No. 423. 19p. 1mf. L1 ED 294 136

Lecture Method
- Comparison of Computer Based Training vs. Instructor Based Training Using Microsoft Word. 64p. 1mf. L1 ED 294 570

Legal Responsibility
- Copyright Handbook for Videotapes and Microcomputer Software. 33p. 1mf. L2 ED 294 579
- HIAA's The Business of Insurance: An Introduction. 39p. 1mf. L2 ED 294 060
- Law and College Counselors. 7p. 1mf. L1 ED 294 090
- Legal Issues Affecting Faculty and Administration in Higher Education. 20p. 1mf. L1 ED 294 466

Legal Status
- Immigration Reform: Implementation of Legalization Program. Statement of Arnold P. Jones, Senior Associate Director, General Government Division before the Subcommittee on Immigration and Refugee Affairs Committee. 14p. 1mf. L1 ED 294 965

Letters (Correspondence)
- Letters: Value to Self and Society. 18p. 1mf. L1 ED 294 207

Lexicology
- Tuvaluan Lexicon. 807p. 9mf. L1 ED 294 414

Liberal Arts
- Alan Bloom's "The Closing of the American Mind": Two Perspectives. 34p. 1mf. L1 ED 294 971

Libraries
- Copyright Handbook for Videotapes and Microcomputer Software. 33p. 1mf. L2 ED 294 579

Library Acquisition
- Examination and Review of the Collection Development Policies and Procedures of the Mesa College Library. 141p. 2mf. L1 ED 294 581
- Government Documents for the Health Sciences Librarian. 16p. 1mf. L1 ED 294 576

Library Administration
- Alaska Collection Development Manual. 89p. 1mf. L1 ED 294 587
- Energies for Transition. Proceedings of the National Conference of the Association of College and Research Libraries (4th, Baltimore, Maryland, April 9-12, 1986). 254p. 3mf. L2 ED 294 589
- Maine Library Trustees Handbook. 77p. 1mf. L1 ED 294 586
- Manual for Small Libraries in Alaska. 393p. 5mf. L1 ED 294 583
- Organizing and Managing a Library Instruction Program: Checklists. Revised Edition. 25p. 1mf. L1 ED 294 596

Library Automation
- Automation and Networking for Florida Libraries. 1988-Report 3. Report and Recommendations of the Postsecondary Education Planning Commission. 95p. 1mf. L1 ED 294 577

Library Collection Development
- Alaska Collection Development Manual. 89p. 1mf. L1 ED 294 587
- Examination and Review of the Collection Development Policies and Procedures of the Mesa College Library. 141p. 2mf. L1 ED 294 581

Library Collections
- Alaska Collection Development Manual. 89p. 1mf. L1 ED 294 587
- Country Information Available in Government Documents. 68p. 1mf. L1 ED 294 580
- Examination and Review of the Collection Development Policies and Procedures of the Mesa College Library. 141p. 2mf. L1 ED 294 581

Library Extension
- Books by Mail Program: An Implementation Handbook. 53p. 1mf. L1 ED 294 578
- One-Year Plan for Library Services. 27p. 1mf. L1 ED 294 594
- 90 Percent Library. Mission MCMXC. Carolina County Public Library's Long Range Plan, 1985-1990. 61p. 1mf. L1 ED 294 595

Library Funding
- Federal Assistance to Libraries: Background Information and Issues Related to Current Programs. CRS Report for Congress. 45p. 1mf. L1 ED 294 590

Library Instruction
- Organizing and Managing a Library Instruction Program: Checklists. Revised Edition. 25p. 1mf. L1 ED 294 596

Library Materials
- Government Documents for the Health Sciences Librarian. 16p. 1mf. L1 ED 294 576

Library Networks
- Automation and Networking for Florida Libraries. 1988-Report 3. Report and Recommendations of the Postsecondary Education Planning Commission. 95p. 1mf. L1 ED 294 577

Library Planning
- Automation and Networking for Florida Libraries. 1988-Report 3. Report and Recommendations of the Postsecondary Education Planning Commission. 95p. 1mf. L1 ED 294 577
- Manual for Small Libraries in Alaska. 393p. 5mf. L1 ED 294 583
- One-Year Plan for Library Services. 27p. 1mf. L1 ED 294 594
- Organizing and Managing a Library Instruction Program: Checklists. Revised Edition. 25p. 1mf. L1 ED 294 596
- 90 Percent Library. Mission MCMXC. Carolina County Public Library's Long Range Plan, 1985-1990. 61p. 1mf. L1 ED 294 595

Library Procedures
- Reference Procedures Manual and Reference Policies Manual. 30p. 1mf. L1 ED 294 584

Library Services
- Books by Mail Program: An Implementation Handbook. 53p. 1mf. L1 ED 294 578
- Energies for Transition. Proceedings of the National Conference of the Association of College and Research Libraries (4th, Baltimore, Maryland, April 9-12, 1986). 254p. 3mf. L2 ED 294 589
- Manual for Small Libraries in Alaska. 393p. 5mf. L1 ED 294 583
- One-Year Plan for Library Services. 27p. 1mf. L1 ED 294 594
- Reference Procedures Manual and Reference Policies Manual. 30p. 1mf. L1 ED 294 584
- 90 Percent Library. Mission MCMXC. Carolina County Public Library's Long Range Plan, 1985-1990. 61p. 1mf. L1 ED 294 595

Library Standards
- Examination and Review of the Collection Development Policies and Procedures of the Mesa College Library. 141p. 2mf. L1 ED 294 581

Licensing Examinations (Professions)
- Critique of Difficulty Estimation Methodologies in the Setting of Cut Points and a Discussion of an Alternative Methodology: The Direct Standard Setting Method. 13p. 1mf. L1 ED 294 927

Life Satisfaction
- Sex and Intimacy among Infertile Couples. 25p. 1mf. L1 ED 294 820

Life Style
- Views of Retirement by Active and Retired Protestant Ministers. 17p. 1mf. L1 ED 294 128

Limited English Speaking
- Helping Limited English Proficient Students Succeed. 14p. 1mf. L1 ED 294 953
- Program for Limited English Speaking Students. Necessity Is the Mother of ESL Programs. 17p. 1mf. L1 ED 294 437

Linear Programing
- Fundamental Theorem of Prevision. Technical Report No. 506. November 1987. 45p. 1mf. L1 ED 294 880

Lingala
- Lingala. Livre du formateur (Lingala. Teacher's Manual). 227p. 3mf. L1 ED 294 440

Linguistic Theory
- Actes du colloque: Tendances actuelles de la recherche sur la langue parlee (Conference Presentations: Current Trends in Research on Oral Language). 168p. 2mf. L1 ED 294 460
- Bibliography of Literature on Neuro-Linguistic Programming. 17p. 1mf. L1 ED 294 444

LISREL Computer Program
- Testing for Equivalent Factorial Validity across Academic Track: A Confirmatory Factor Analysis of the Self Description Questionnaire III. 23p. 1mf. L1 ED 294 904

Listening
- Listening in Australia: Lessons from Down Under. 16p. 1mf. L1 ED 294 255

Listening Comprehension
- Effects of Rhetorical Instruction on Recall Protocols. 27p. 1mf. L1 ED 294 438

Listening Skills
- Listening in Australia: Lessons from Down Under. 16p. 1mf. L1 ED 294 255
- Music and You: Teacher Guide. 29p. 1mf. L2 ED 294 397

Literacy
- Evaluations of Botswana National Literacy Program: The Politics of Renovation and Control. 44p. 1mf. L1 ED 294 887
- Re-Reading Ong: Literacy and Social Change. 14p. 1mf. L1 ED 294 216
- Reading and Writing as Ways of Knowing and Learning. Technical Report No. 423. 19p. 1mf. L1 ED 294 136
- What High School Students Know and Can Do. 17p. 1mf. L1 ED 293 996

Literacy Education
- "On the Hurricane Deck of a Mule": Teaching Adults To Read Using Language-Experience and Oral History Techniques. 149p. 2mf. L1 ED 294 155
- Evaluation of the Impact of the Advertising Council's "Volunteer Against Illiteracy" Campaign on Public Awareness of and Resources Devoted to Adult Literacy for 1985. 677p. 8mf. L1 ED 293 979
- Evaluation of the Viles Tok Ples Skul Scheme in the North Solomons Province. ERU Report No. 51. 196p. 3mf. L2 ED 294 443
- Literacy for the Workplace. 40p. 1mf. L1 ED 294 164
- Making America Work. Productive People, Productive Policies. 38p. 1mf. L2 ED 293 978
- Pie in the Sky; or, Teaching New Paradigms Old Tricks. 11p. 1mf. L1 ED 294 179
- Read On! II. A Sequential Reading Series. Book 1 and Workbook 1. 156p. 2mf. L2 ED 293 989
- Read On! II. A Sequential Reading Series. Instructor's Guide. 72p. 1mf. L2 ED 293 988
- Read On! II. A Sequential Reading Series. Book 3 and Workbook 3: Tribute to Red. 123p. 2mf. L2 ED 293 991
- Read On! II. A Sequential Reading Series. Book 2 and Workbook 2: Musical Mix-Up. 122p. 2mf. L2 ED 293 990
- Read On! II. A Sequential Reading Series. Book 5 and Workbook 5: Let Me Tell You a Story. 176p. 2mf. L2 ED 293 993
- Read On! II. A Sequential Reading Series. Book 3 and Workbook 3: Vote. 143p. 2mf. L2 ED 293 992
- Read On! II. A Sequential Reading Series. Book 6 and Workbook 6: In My Opinion. 140p. 2mf. L2 ED 293 994
- Reading and Writing as Ways of Knowing and Learning. Technical Report No. 423. 19p. 1mf. L1 ED 294 136
- Taxonomy of Pretend Play Activity with Some Implications for Literacy Development. 43p. 1mf. L1 ED 294 696

Literary Criticism
- Audience Awareness and Critical Essays on Literature: Helping Students Become Part of an Interpretive Community. 26p. 1mf. L1 ED 294 229
- From Heuristics to Hermeneutics: Aiding Invention in the Undergraduate Literature Class. 12p. 1mf. L1 ED 294 176
- Reading and Writing about Poetry and the Reconstruction of Reality: How College English Majors Read a Poem. 27p. 1mf. L1 ED 294 156

Literary Styles
- Narrative Topic and the Contemporary Science Essay: A Lesson from Loren Eiseley's Notebooks. 18p. 1mf. L1 ED 294 213

Literature
- Vulgar Canon and Its Uses in the Classroom. 12p. 1mf. L1 ED 294 194
- Writing, Literature, and General Education. 15p. 1mf. L1 ED 294 198

Literature Appreciation
- Films and Video: Literature Film Catalog. 44p. 1mf. L1 ED 294 267
- How To Teach Literature in EFL/ESL Classes. 9p. 1mf. L1 ED 294 455
- Literature and Everyday Decisions: An Essay about the Influence of Literature on Decision-Making. 21p. 1mf. L1 ED 294 196
- Literature for All Students: A Sourcebook for Teachers. 237p. 3mf. L2 ED 294 191
- Literature: Hawaii English Program. 50p. 1mf. L1 ED 294 241
- Problem Solving and Literature. 8p. 1mf. L1 ED 294 185

Literature Reviews
- Assessment of the Importance of Joseph Mayer Rice in American Educational Research. 64p. 1mf. L1 ED 294 920

Local Area Networks
- Leveraging Information Technology. Track V: Communications. 79p. 1mf. L1 ED 294 512

Local Government
- Resources for Teaching Virginia Government. 515p. 6mf. L2 ED 294 788

Local Issues
- Rural Education in the Northeast United States. 33p. 1mf. L1 ED 294 708

Locus of Control
- Estimates of Preventability and Their Relation to Health Behavior. 23p. 1mf. L1 ED 294 069

Long Range Planning
- 90 Percent Library. Mission MCMXC. Carolina County Public Library's Long Range Plan, 1985-1990. 61p. 1mf. L1 ED 294 595

Longitudinal Studies
- High School and Beyond: A National Longitudinal Study for the 1980's. Local Labor Market Indicators for High School and Beyond Schools (1980-1982): Data File User's Manual. 62p. 1mf. L1 ED 294 885
- Longitudinal Analyses of Achievement Data from Durham County (NC) Schools. 37p. 1mf. L1 ED 294 923
- Longitudinal Profiles of Achievement. 33p. 1mf. L1 ED 294 924
- Violence Viewing and Adolescent Aggression: A Longitudinal Study. 33p. 1mf. L1 ED 294 555

Low Income Groups
- Dynamics of Neighborhood Change and Decline. 134p. 2mf. L1 ED 294 934
- Falling through the Safety Net: Latinos and the Declining Effectiveness of Anti-Poverty Programs in the 1980s. Public Policy Report 1. 20p. 1mf. L1 ED 294 946

Lower Class Parents
- Poor Families and Schools: An Exploratory Study of the Perspectives of Low-Income Parents and Teachers in Boston, Liverpool, and Portugal. 10p. 1mf. L1 ED 294 939

Loyola College MD
- Establishing a Book Publishing Curriculum. 11p. 1mf. L1 ED 294 264
- Professors Can Be Friends of a Free Press Too. 23p. 1mf. L1 ED 294 177

Luria (A R)
- Re-Reading Ong: Literacy and Social Change. 14p. 1mf. L1 ED 294 216

Maine
- Beginning Look at the What and How of Restructuring. 37p. 1mf. L1 ED 294 326
- Education of Behaviorally Handicapped Students in Maine. 87p. 1mf. L1 ED 294 346
- From Craftsperson to Teacher: A Planning Document for a Vocational Teacher Development System in Maine. 29p. 1mf. L1 ED 294 015
- Maine Library Trustees Handbook. 77p. 1mf. L1 ED 294 586
- VTI Board of Trustees Agreement with Maine Teachers Association VTI Faculty Unit, 1986-1987 and 1987-1989. 72p. 1mf. L1 ED 294 644

Mainframe Computers
- Discovering All the Available Means for Computer Assisted Instruction: Adapting Available University Facilities for the Small to Medium-Sized Course. 22p. 1mf. L1 ED 294 284

Mainstreaming
- Consumer and Homemaking Education for Mainstreamed Handicapped Students in Georgia. 8p. 1mf. L1 ED 293 982
- Education of Severely and Profoundly Handicapped Children and Youth: Some Issues That Currently Need To Be Resolved. 15p. 1mf. L1 ED 294 390
- Evaluation of Chapter I in the Montgomery County Public Schools. Chapter I Students in the Montgomery County Public Schools: A Description and Follow-up. 45p. 1mf. L1 ED 294 947
- How Are We Doing? Issues and Research Related to the Integration of Students with Special Needs. 15p. 1mf. L1 ED 294 388
- Integration in Italy: A Dynamic Movement. 15p. 1mf. L1 ED 294 341
- Least Restrictive Environment: Knowing One When You See It. News Digest #5. 9p. 1mf. L1 ED 294 368

Males
- Career Paths in Higher Education Administration. 35p. 1mf. L1 ED 294 506
- Role of Television in the Daily Lives of the Elderly. 41p. 1mf. L1 ED 294 520

Management by Objectives
- Performance Contracting. 22p. 1mf. L1 ED 294 300

Management Development
- Learning To Lead: An Annotated Bibliography. 31p. 1mf. L1 ED 294 025

Management Information Systems
- Leveraging Information Technology. Proceedings of the CAUSE National Conference (Tarpon Springs, Florida, December 1-4, 1987). 592p. 7mf. L1 ED 294 507
- Leveraging Information Technology. Track II: Innovative Management. 73p. 1mf. L1 ED 294 509
- Leveraging Information Technology. Track VI: Hardware/Software Strategies. 90p. 1mf. L1 ED 294 513
- Leveraging Information Technology. Track V: Communications. 79p. 1mf. L1 ED 294 512
- Leveraging Information Technology. Track IV: Support Services. 75p. 1mf. L1 ED 294 511
- Leveraging Information Technology. Track III: Organizational Issues. 80p. 1mf. L1 ED 294 510
- Leveraging Information Technology. Track VII: Outstanding Applications. 93p. 1mf. L1 ED 294 514

Management Styles
- Corporate Culture Climate at the Crossroads: Back to the Future. 19p. 1mf. L1 ED 294 275

Management Systems
- Seven S Framework and Its Use as an Assessment Tool. 17p. 1mf. L1 ED 294 620

Manipulative Materials
- Mathematics Learning in the Elementary School. ERIC/SMEAC Mathematics Education Digest No. 2, 1987. 4p. 1mf. L1 ED 294 719
- Together We Create Art...With Roots in Folk Traditions. A Lecture-Exhibit-Performance. 29p. 1mf. L2 ED 294 857

Mantel Haenszel Procedure
- Practical Realization of the Standard Error of the Mantel-Haenszel Statistic. 31p. 1mf. L1 ED 294 917

Maps
- Atlas of the Soviet Union. 45p. 1mf. L1 ED 294 807
- Community Atlas As an Educational Tool. Community Mapping: Developing a Geographic Perspective. 9p. 1mf. L1 ED 294 795

Marginal Students
- Reaching Marginal Students: A Primary Concern for School Renewal. 165p. mf. L3 ED 294 306

Marine Education
- Code of Practice for Scientific Diving: Principles for the Safe Practice of Scientific Diving in Different Environments. Unesco Technical Papers in Marine Science 53. 290p. 4mf. L2 ED 294 769

Marital Instability
- Marital Problems of Rural/Small City Working Wives: A Study of the Nature and Severity of Marital Problems. 29p. 1mf. L1 ED 294 129

Marital Satisfaction
- Sex and Intimacy among Infertile Couples. 25p. 1mf. L1 ED 294 820

Marketing
- Advertising, Marketing and Promotional Strategies for the Female TV Market from 1946-1980. 35p. 1mf. L1 ED 294 544
- Agricultural Marketing. Farmers' Marketing Practices and Programs To Teach Alternative Practices. Briefing Report to Congressional Committees. 51p. 1mf. L1 ED 294 026
- Cable Television and Video Recorders. Preliminary Empirical Findings for the Debate on Complementation or Substitution. 47p. 1mf. L1 ED 294 545

Markov Processes
- Conditional Approach to Projecting Farm Structure. 50p. 1mf. L1 ED 294 029

Marx (Karl)
- Advertising, Marketing and Promotional Strategies for the Female TV Market from 1946-1980. 35p. 1mf. L1 ED 294 544
- News as Interaction: Technology, Content and Audience. 25p. 1mf. L1 ED 294 527

Maryland
- Critical Ingredients for School Improvement Efforts. 20p. 1mf. L1 ED 294 325
- Instruction from a Distance. 24p. 1mf. L1 ED 294 327

Maryland Accountability Assessment Program
- Maryland Accountability Testing Program Annual Report. School Year 1985-1986. 134p. 2mf. L1 ED 294 884

Maryland Functional Testing Program
- Local Assessment Responses to a State-Mandated Minimum-Competency Testing Program: Benefits and Drawbacks. 31p. 1mf. L1 ED 294 892

Mass Media
- Approach to the Teaching of Television in Secondary Schools. 30p. 1mf. L1 ED 294 528
- Communications at the Crossroads: Parity and Perceptions of Minority Participation. 40p. 1mf. L1 ED 294 253
- Education of the Televiewer in Chile. 32p. 1mf. L1 ED 294 538
- Independent Video in Britain. 13p. 1mf. L1 ED 294 552
- Media Communications Systems, Grade 11-12. Technology Education Course Guide. 77p. 1mf. L1 ED 294 285
- Media Revolution in a Small State Perspective: The Case of Norway. 10p. 1mf. L1 ED 294 522

(Continued)

Mass Media (Continued)
- News as Interaction: Technology, Content and Audience. 25p. 1mf. L1 ED 294 527
- Public Dimension of Broadcasting: Learning from the Canadian Experience. 47p. 1mf. L1 ED 294 535
- Reading Reception: Mediation and Transparency in Viewers' Accounts of a TV Programme. 37p. 1mf. L1 ED 294 540
- Socializing Audiences--or Television? On Theory and Practice of Media Socialization in Yugoslavia. 30p. 1mf. L1 ED 294 547
- State/Media Relations in Developing Nations: The Case of the Republic of Kenya. 60p. 1mf. L1 ED 294 223
- Strategies of TV News Dramatization: An Attempt of Discourse Analysis. 17p. 1mf. L1 ED 294 525
- Television in the Lives of Nigerian Youths. 41p. 1mf. L1 ED 294 530
- Trade Union Users of Video. 33p. 1mf. L1 ED 294 549

Mass Media Effects
- News Media and Audience Images of Foreign Countries: Optimism and Pessimism. 40p. 1mf. L1 ED 294 288

Massachusetts
- Agreement between the Massachusetts Board of Regents of Higher Education for the Massachusetts Regional Community Colleges and the Massachusetts Community College Council/Massachusettes Teachers Association, an Affiliate of the National Education Association for Academic Years 1983-84 to 1985-86 and 1986-87 to 1988-89. 140p. 2mf. L1 ED 294 604
- Caring for Children in the Commonwealth: Problems and Policy. Occasional Paper 1.14. 38p. 1mf. L2 ED 294 693

Master Teachers
- Training Retired Teachers for the Transition to Mentoring. 13p. 1mf. L1 ED 294 840

Mastery Learning
- Documenting Mastery: An Inservice Presentation. Publication #CU7-370-02. 216p. 3mf. L1 ED 294 886
- Mastery Learning Reconsidered. Report No. 7. January, 1987. 84p. 1mf. L1 ED 294 891

Material Development
- Instructional Uses of Microcomputers. Summary of 1984-1986 Projects. 18p. 1mf. L1 ED 294 572
- Learning from Television. IET Paper No. 266. 21p. 1mf. L1 ED 294 560

Mathematical Association of America
- MAA Placement Test Newsletter. 1978-87. 148p. 2mf. L1 ED 294 743

Mathematical Concepts
- Mathematical, Technical, and Pedagogical Challenges in the Graphical Representation of Functions. Final Technical Report 88-4. 124p. 2mf. L1 ED 294 712

Mathematical Enrichment
- Projects To Enrich School Mathematics. Level 2. 93p. mf. L3 ED 294 709
- Projects To Enrich School Mathematics. Level 3. 126p. mf. L3 ED 294 710

Mathematical Models
- Conditional Approach to Projecting Farm Structure. 50p. 1mf. L1 ED 294 029

Mathematics Achievement
- Children's Misconceptions about the Multidigit Subtraction Algorithm. 10p. 1mf. L1 ED 294 766
- Improving Indicators of the Quality of Science and Mathematics Education in Grades K-12. 231p. 3mf. L2 ED 294 717
- What Counts in Elementary Mathematical Evaluation? 19p. 1mf. L1 ED 294 759

Mathematics Curriculum
- Concrete-to-Abstract Software Ramp: Environments for Learning Multiplication, Division and Intensive Quantity. Technical Report 87-8. 51p. 1mf. L1 ED 294 713
- Geometric Probability. New Topics for Secondary School Mathematics. Materials and Software. 40p. mf. L3 ED 294 721
- MAA Placement Test Newsletter. 1978-87. 148p. 2mf. L1 ED 294 743
- Mathematics as Problem Solving. 127p. 2mf. L2 ED 294 725

Mathematics Education
- Improving Indicators of the Quality of Science and Mathematics Education in Grades K-12. 231p. 3mf. L2 ED 294 717

Mathematics Education Research
- Diagnosis and Remediation in the Context of Intelligent Tutoring Systems. 33p. 1mf. L1 ED 294 736
- Enhancing PIXIE's Tutoring Capabilities. 40p. 1mf. L1 ED 294 735
- Investigations in Mathematics Education. Volume 20, Number 3. 71p. 1mf. L1 ED 294 715

Mathematics Instruction
- Conference on English and Mathematics. Proceedings (October 21-23, 1987, Napa, California). 67p. 1mf. L1 ED 294 615
- Diagnosis and Remediation in the Context of Intelligent Tutoring Systems. 33p. 1mf. L1 ED 294 736
- Enhancing PIXIE's Tutoring Capabilities. 40p. 1mf. L1 ED 294 735
- Geometric Probability. New Topics for Secondary School Mathematics. Materials and Software. 40p. mf. L3 ED 294 721
- Guided Inquiry and Technology: A Year Long Study of Children and Teachers Using the Geometric Supposer. ETC Technical Report 88-6. Final Report. 142p. 2mf. L1 ED 294 711
- Investigations in Mathematics Education. Volume 20, Number 3. 71p. 1mf. L1 ED 294 715
- Junior High Mathematics Program of Studies and Curriculum Guide. 1987. Draft. 348p. 4mf. L1 ED 294 763
- Kendall Demonstration Elementary School: Mathematics Curriculum Guide. Second Edition. 149p. 2mf. L2 ED 294 399
- Mathematics as Problem Solving. 127p. 2mf. L2 ED 294 725
- Mathematics Learning in the Elementary School. ERIC/SMEAC Mathematics Education Digest No. 2, 1987. 4p. 1mf. L1 ED 294 719
- NCTM Student Math Notes 1987. 21p. 1mf. L1 ED 294 745
- Preservice Secondary Mathematics Teachers' Constructs of Mathematics and Mathematics Teaching. 47p. 1mf. L1 ED 294 761
- Projects To Enrich School Mathematics. Level 3. 126p. mf. L3 ED 294 710
- Projects To Enrich School Mathematics. Level 2. 93p. mf. L3 ED 294 709
- Solving Word Problems in the Primary Grades: Addition and Subtraction. 35p. mf. L3 ED 294 744
- Studies of Diagnosis & Remediation with High School Algebra Students. 70p. 1mf. L1 ED 294 734
- Teachers' Thinking about Students' Thinking about Geometry: The Effects of New Teaching Tools. Technical Report 88-1. 38p. 1mf. L1 ED 294 724
- Toward a Scientific Practice of Mathematics Education. 28p. 1mf. L1 ED 294 747
- van Hiele Model of Thinking in Geometry among Adolescents. Journal for Research in Mathematics Education Monograph Number 3. 195p. mf. L3 ED 294 770

Mathematics Skills
- Diagnosis and Remediation in the Context of Intelligent Tutoring Systems. 33p. 1mf. L1 ED 294 736
- Enhancing PIXIE's Tutoring Capabilities. 40p. 1mf. L1 ED 294 735
- Problem Solving: Tips for Teachers. Selections from the "Arithmetic Teacher." 83p. mf. L3 ED 294 757
- What Counts in Elementary Mathematical Evaluation? 19p. 1mf. L1 ED 294 759

Mathematics Tests
- Content Analysis of the DMI Mathematics Systems Instructional Objectives Inventory according to the 1985-86 National Assessment of Educational Progress Content by Process Matrix for Mathematics. 35p. 1mf. L1 ED 294 930
- MAA Placement Test Newsletter. 1978-87. 148p. 2mf. L1 ED 294 743
- Preservice Secondary Mathematics Teachers' Constructs of Mathematics and Mathematics Teaching. 47p. 1mf. L1 ED 294 761
- What Counts in Elementary Mathematical Evaluation? 19p. 1mf. L1 ED 294 759

Measurement Techniques
- Survey Research: What Works for the Institutional Researcher. Institutional Research Information Series No. 1. 102p. 2mf. L1 ED 294 497

Mechanics (Physics)
- Problem Solving: Learning from Experts and Novices. 11p. 1mf. L1 ED 294 752
- Relation between Problem Categorization and Problem Solving among Novices and Experts. 27p. 1mf. L1 ED 294 753

Media Coverage
- How Far Do You Go and How Much Do You Show: Pittsburgh Television News Media and the R. Budd Dwyer Suicide. 18p. 1mf. L1 ED 294 257

Media Education
- Approach to the Teaching of Television in Secondary Schools. 30p. 1mf. L1 ED 294 528
- Education of the Televiewer in Chile. 32p. 1mf. L1 ED 294 538

Media Ethics
- How Far Do You Go and How Much Do You Show: Pittsburgh Television News Media and the R. Budd Dwyer Suicide. 18p. 1mf. L1 ED 294 257

Media Gratifications
- Time Out: The Viewing Experience and Reactions to the 1987 NFL Players' Strike. 26p. 1mf. L1 ED 294 265

Media Ownership
- Communications at the Crossroads: Parity and Perceptions of Minority Participation. 40p. 1mf. L1 ED 294 253

Media Research
- New Media and Old: Education's Response in Three European Countries. 38p. 1mf. L1 ED 294 541
- Role of Psychographic Analysis in Developing Mass Communication Theory. 29p. 1mf. L1 ED 294 269

Media Role
- State/Media Relations in Developing Nations: The Case of the Republic of Kenya. 60p. 1mf. L1 ED 294 223

Media Selection
- How To Teach Literature in EFL/ESL Classes. 9p. 1mf. L1 ED 294 455
- Selecting and Evaluating Software for Vocational Education. 208p. 3mf. L2 ED 294 040
- Short Takes: Using Authentic Video in the English Class. 17p. 1mf. L1 ED 294 453

Medical Devices
- Medical Devices and Drug Issues. Hearing before the Subcommittee on Health and the Environment of the Committee on Energy and Commerce, House of Representatives, One Hundredth Congress, First Session (April 8, 21, and May 4, 1987). 405p. 5mf. L1 ED 294 093

Medical Education
- Assessing the Outcome of Affirmative Action in Medical Schools. A Study of the Class of 1975. 58p. 1mf. L2 ED 294 969

Medical Libraries
- Government Documents for the Health Sciences Librarian. 16p. 1mf. L1 ED 294 576

Medical Services
- Potentials Unlimited: Nursing Practice, Education and Administration. Nursing Research Conference Proceedings (1st, Fresno, California, April 8, 1987). 101p. 2mf. L1 ED 294 002
- Preventive Health Care for the Elderly. Hearing before the Subcommittee on Health of the Committee on Finance. United States Senate, One Hundredth Congress, Second Session (Miami, Florida). 173p. 2mf. L1 ED 294 119

Medical Students
- Assessing the Outcome of Affirmative Action in Medical Schools. A Study of the Class of 1975. 58p. 1mf. L2 ED 294 969

Medicare
- Employers and Medicare as Partners in Financing Health Care for the Elderly. 24p. 1mf. L1 ED 294 114
- Medicare, Medicaid, and Maternal and Child Health Block Grant Budget Issues. Hearing before the Committee on Finance. United States Senate, One Hundredth Congress, First Session (July 8 and 9, 1987). Part 1 of 2. 288p. 3mf. L1 ED 294 111
- Mental Health Services under Medicare. Hearing before the Subcommittee on Health of the Committee on Finance. United States Senate, One Hundredth Congress, First Session. 129p. 2mf. L1 ED 294 131

Medicine
- Government Documents for the Health Sciences Librarian. 16p. 1mf. L1 ED 294 576

Memory
- Improving Preschoolers' Recognition Memory for Faces with Orienting Information. 11p. 1mf. L1 ED 294 671

Mende
- Mende Language Manual. Revised Edition. 115p. 2mf. L1 ED 294 419

Menstruation
- Becoming a Woman: Considerations in Educating Adolescents about Menstruation. Revised 1988. Working Paper No. 169. 30p. 1mf. L2 ED 294 860

Mental Disorders
- Differential Diagnosis of Alzheimer's and Other Dementing Diseases. January 1983 through June 1987. National Library of Medicine Literature Search No. 87-6. 48p. 1mf. L1 ED 294 096
- Enhancing Quality of Life for Patients with Special Care Needs. 13p. 1mf. L1 ED 294 104
- Mentally Handicapped Persons and Immigration: A Brief Review. 14p. 1mf. L1 ED 294 365
- Residential Health Care for the Chronic Mentally Ill. 21p. 1mf. L1 ED 294 105

Mental Health
- Mental Health Services under Medicare. Hearing before the Subcommittee on Health of the Committee on Finance. United States Senate, One Hundredth Congress, First Session. 129p. 2mf. L1 ED 294 131

Mental Health Programs
- Children's Mental Health: Promising Responses to Neglected Problems. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session. 242p. 3mf. L1 ED 294 117
- Citizen Evaluation in Practice: A Casebook on Citizen Evaluation of Mental Health and Other Services. 170p. 2mf. L1 ED 294 091

Mental Retardation
- Restrictive Procedures Baselines. 41p. 1mf. L1 ED 294 408

Mentors
- Training Retired Teachers for the Transition to Mentoring. 13p. 1mf. L1 ED 294 840

Merit Pay
- Research on the Effects of Rewards: Implications for Annual Merit Pay. 11p. 1mf. L1 ED 294 854

Mesa College CO
- Examination and Review of the Collection Development Policies and Procedures of the Mesa College Library. 141p. 2mf. L1 ED 294 581

Meta Analysis
- Gender Differences in Verbal Ability: A Meta-Analysis. 75p. 1mf. L1 ED 294 919

Metacognition
- Dimensions of Thinking: A Framework for Curriculum and Instruction. 175p. 2mf. L2 ED 294 222
- How and Why Do We Change Our Plans? 9p. 1mf. L1 ED 294 666

Metaphors
- Languages of Leadership: Metaphor Making in Educational Administration. 17p. 1mf. L1 ED 294 296

Methods Courses
- Second Language Acquisition by Children: A Review of Twelve Years at Tarrant County Junior College. 10p. 1mf. L1 ED 294 445

Metropolitan Areas
- Simple Forecasting Model Linking Macroeconomic Policy to Industrial Employment Demand. 41p. 1mf. L1 ED 294 031

Microcomputers
- ADCIS Conference Proceedings. International Conference (29th, Oakland, California, November 9-12, 1987). 405p. 5mf. L1 ED 294 567
- Computers in Special Education: Using Technology To Make Up the Difference. 27p. 1mf. L1 ED 294 393
- Instructional Design Model for Developing a Computer Curriculum To Increase Employee Productivity in a Pharmaceutical Company. 46p. 1mf. L1 ED 294 565
- Project INTERFACE: Identification of Effective Implementation Strategies for Integrating Microcomputer Instruction into Ongoing Educational Services for the Handicapped. Final Report, 1984-86. 112p. 2mf. L1 ED 294 355
- Software Shopper. Revised. 242p. 3mf. L2 ED 294 398
- Student Information Management System (SIMS). The SIMS School System Conversion Manual. Revised: May 1, 1987. 130p. 2mf. L1 ED 294 310
- Use of Microcomputers in Distance Teaching Systems. ZIFF Papiere 70. 27p. 1mf. L1 ED 294 013

Microteaching
- Teaching/Learning Laboratory: A Vehicle for Research, Development and Training in Teacher Education. The Application of Microteaching Methodologies to the Training of Teachers to Conduct Oral Assessments. 41p. 1mf. L1 ED 294 910

Middle College High School TN
- Assessment of the Tennessee Statewide School-College Collaborative for Educational Excellence: The Middle College High School. 32p. 1mf. L1 ED 294 637

Middle Schools
- Projects To Enrich School Mathematics. Level 2. 93p. mf. L3 ED 294 709

Migrant Education
- Models of Effective Migrant Education Programs. 123p. 2mf. L1 ED 294 704
- Special Education for Migrant Students. 41p. 1mf. L1 ED 294 703

Migrant Health Services
- Migrant Farmworkers in the Oak Orchard Health Service Area. A Descriptive Profile and Assessment of Health Care Needs and Economic Impact. 118p. 2mf. L1 ED 294 707

Migrant Problems
- Perspective of Migrant Adolescents. Selected Papers Number 50. 15p. 1mf. L1 ED 294 658

Migrant Programs
- Models of Effective Migrant Education Programs. 123p. 2mf. L1 ED 294 704

Migrant Workers
- Migrant Farmworkers in the Oak Orchard Health Service Area. A Descriptive Profile and Assessment of Health Care Needs and Economic Impact. 118p. 2mf. L1 ED 294 707

Migrant Youth
- Perspective of Migrant Adolescents. Selected Papers Number 50. 15p. 1mf. L1 ED 294 658

Migrants
- Caribbean Life in New York City: Sociocultural Dimensions. 383p. 4mf. L2 ED 294 967

Mild Disabilities
- Grading-Credit-Diploma: Accommodation Practices for Students with Mild Disabilities. 58p. 1mf. L1 ED 294 403
- Maintaining Children in the Least Restrictive Environment: Bias in the Decision Making Process of Special Education Placement Teams. 122p. 2mf. L1 ED 294 339
- Secondary Level Teacher Training Program. June 1, 1984-August 31, 1987. 114p. 2mf. L2 ED 294 366

Mild Mental Retardation
- Increasing the Awareness of Middle School Developmentally Delayed Students, Parents, and Educators Concerning Supplemental Security Income. 88p. 1mf. L1 ED 294 382

Militarism
- Pre-K-12 Multicultural Education. Making Connections: Racism, Militarism, and Feminism. 6p. 1mf. L1 ED 294 821

Military Draft
- Military Draft. Potential Impacts and Other Issues. Report to the Ranking Minority Member, Subcommittee on Defense, Committee on Appropriations, U.S. Senate. 64p. 1mf. L1 ED 294 027

Military Personnel
- Occupational Stress, Health, and General Well Being among Soldiers. 23p. 1mf. L1 ED 294 066
- Psychological Issues in the Recovery of an Army Unit after Traumatic Loss. 22p. 1mf. L1 ED 294 068
- Reforming the Military Health Care System. 131p. 2mf. L1 ED 294 127

Military Service
- Military Draft. Potential Impacts and Other Issues. Report to the Ranking Minority Member, Subcommittee on Defense, Committee on Appropriations, U.S. Senate. 64p. 1mf. L1 ED 294 027
- Reforming the Military Health Care System. 131p. 2mf. L1 ED 294 127

Minamata Disease
- New Lives: Some Case Studies in Minamata. 26p. 1mf. L1 ED 294 386

Minimum Competencies
- Texas College & University System Coordinating Board Articulation Workshop Report. 22p. 1mf. L1 ED 294 631

Minimum Competency Testing
- Assessing the Construct Validity of a Life Skills Competency Test. 21p. 1mf. L1 ED 294 897
- Local Assessment Responses to a State-Mandated Minimum-Competency Testing Program: Benefits and Drawbacks. 31p. 1mf. L1 ED 294 892
- New Mexico High School Proficiency Examination (NMHSPE), 1985-86. District Report. 46p. 1mf. L1 ED 294 883
- State Graduation Policies and Program Practices Related to High School Special Education Programs: A National Study. 64p. 1mf. L1 ED 294 347

Minnesota
- Employee Contract between State of Minnesota/Minnesota State Board for Community Colleges and Minnesota Community College Faculty Association, 1985-87. 88p. 1mf. L1 ED 294 605
- Perceived Importance of Future Characteristics of Postsecondary Vocational Education Curriculum among Key Decision-Making Groups. 20p. 1mf. L1 ED 294 008

Minooka Consolidated School District 201 IL
- Performance Contracting. 22p. 1mf. L1 ED 294 300

Minority Group Children
- Collaborative Arrangements. 9p. 1mf. L1 ED 294 956
- Helping Limited English Proficient Students Succeed. 14p. 1mf. L1 ED 294 953
- Improving Teacher Effectiveness. 22p. 1mf. L1 ED 294 954
- Making Schools Work for Underachieving Minority Students: Next Steps for Research, Policy and Practice. Report on Local Activities. Proceedings of the Conference (Los Angeles, California, June 25-26, 1987). 323p. 4mf. L1 ED 294 948
- Our National Dilemma. 40p. 1mf. L1 ED 294 949
- Preparing Students for Success at the Postsecondary Level. 24p. 1mf. L1 ED 294 952
- Reducing Dropouts. 41p. 1mf. L1 ED 294 951
- Role of Testing and Evaluation. 104p. 2mf. L1 ED 294 955
- Voluntary Transfer and Student Achievement: Does It Help or Hurt? 15p. 1mf. L1 ED 294 937

Minority Group Influences
- Communications at the Crossroads: Parity and Perceptions of Minority Participation. 40p. 1mf. L1 ED 294 253

Minority Groups
- Assessing the Outcome of Affirmative Action in Medical Schools. A Study of the Class of 1975. 58p. 1mf. L2 ED 294 969
- Children At Risk: An Urban Education Network Conference Proceedings. (Louisville, KY, December 1985). Occasional Paper No. 023. 42p. 1mf. L1 ED 294 974
- Experimental Research on the Explanation of Item Bias. 13p. 1mf. L1 ED 294 912
- Fostering Minority Access and Achievement in Higher Education: The Role of Urban Community Colleges and Universities. 244p. mf. L3 ED 294 468
- Minority Issues in Special Education: A Portrait of the Future. News Digest #9. 9p. 1mf. L1 ED 294 371
- Placement of Women and Minority Graduates in Educational Administration. 29p. 1mf. L1 ED 294 302
- Preparing Minorities and Women as Researchers: Have We Learned Anything? 7p. 1mf. L1 ED 294 469
- Technical Report on the Urban Community College Transfer Opportunity Program. 13p. 1mf. L1 ED 294 633

Misconceptions
- Alaska Problem Resource Manual: Alaska Future Problem Solving Program. Alaska Problem 1985-86. 57p. 1mf. L1 ED 294 699
- Children's Conceptions of Plants as Living Things. 18p. 1mf. L1 ED 294 732
- Children's Misconceptions about the Multidigit Subtraction Algorithm. 10p. 1mf. L1 ED 294 766

Mississippi
- Comprehensive Analysis of Mississippi Public School Educational Programs for School Age Children and Youth with Severe Handicaps. 25p. 1mf. L1 ED 294 334

Missouri
- Missouri in the World: A Resource Guide for Social Studies. 133p. 2mf. L1 ED 294 806

Model Secondary School for the Deaf DC
- Developing Auditory Skills: Program Manual and Systematic Lessons. Revised. 134p. 2mf. L2 ED 294 400

Models
- Elementary Counseling: A Program Model. 16p. 1mf. L1 ED 294 124
- Evaluation Processes in Schools and Classrooms. Report No. 12. May, 1987. 98p. 2mf. L1 ED 294 890
- Instructional Design Model for Developing a Computer Curriculum To Increase Employee Productivity in a Pharmaceutical Company. 46p. 1mf. L1 ED 294 565
- New Approach towards Curriculum Design. 16p. 1mf. L1 ED 294 750
- Perceptions of Professors and Practitioners Concerning the Practices Which Define the RPTIM Model for Staff Development. Occasional Paper No. 15. 31p. 1mf. L1 ED 294 837
- Simple Forecasting Model Linking Macroeconomic Policy to Industrial Employment Demand. 41p. 1mf. L1 ED 294 031

Modern Languages
- Communication in the Modern Languages Classroom. 316p. mf. L3 ED 294 435

Modernism
- Cognitive Dimension--"Edge of Darkness." 21p. 1mf. L1 ED 294 529

Modified Desensitization
- Applied Self-Statement Modification and Applied Modified Desensitization in the Treatment of Speech Anxiety: The Synergy Hypothesis. 260p. 3mf. L1 ED 294 252

Monitor Model
- First Language/Second Language: Acquisition, Writing, and Cognitive Development. 14p. 1mf. L1 ED 294 203

Monterey County Library CA
- Books by Mail Program: An Implementation Handbook. 53p. 1mf. L1 ED 294 578

Montessori Method
- Projects for Peace: We Can Take Action. 7p. 1mf. L1 ED 294 819

Montgomery County Public Schools MD
- Evaluation of Chapter I in the Montgomery County Public Schools. Chapter I Students in the Montgomery County Public Schools: A Description and Follow-up. 45p. 1mf. L1 ED 294 947

Moral Development
- Students' Interactions--Developmental Framework: The Social Sphere. 46p. 1mf. L1 ED 294 680

Moral Values
- Teen Sexual Behavior. A Leader's Resource of Practical Strategies with Youth. 72p. 1mf. L2 ED 294 868
- Utopian Elements in the Discourse on Broadcasting in the United States in the 1920s. 32p. 1mf. L1 ED 294 524

Morbidity
- Morbidity Costs: National Estimates and Economic Determinants. NCHSR Research Summary Series. 20p. 1mf. L1 ED 294 084

Moroccans
- Experimental Research on the Explanation of Item Bias. 13p. 1mf. L1 ED 294 912

Morphology (Languages)
- Spoken Tunisian Arabic. First Draft. 60p. 1mf. L1 ED 294 424

Mothers
- Autism/Broken Symbiosis: Persistent Avoidance of Eye Contact with the Mother. Causes, Consequences, Prevention and Cure of Autistiform Behavior in Babies through "Mother-Child Holding." 33p. 1mf. L1 ED 294 344
- Dual Career Mothers' Role Conflict, Parental Roles, and Gender Roles. 26p. 1mf. L1 ED 294 073
- Research and Clinical Center for Child Development Annual Report, 1986-1987. No. 10. 68p. 1mf. L1 ED 294 655
- Sit-Coms and Single Moms: Feminism and the Politics of TV Family Life. 23p. 1mf. L1 ED 294 536

Motivation
- Changes in Personal Investment in Adulthood. 24p. 1mf. L1 ED 294 106
- Helping Your Child Learn at School: How Parents Support Good Study Habits in the Home. 15p. 1mf. L1 ED 294 651

Motor Vehicles
- Rethinking the Role of the Automobile. Worldwatch Paper No. 84. 75p. 1mf. L2 ED 294 742

Movement Education
- Dance for Young Children. Finding the Magic in Movement. 173p. 2mf. L2 ED 294 866

Multicampus Colleges
- Instructional Locations Away from the Main Campus, Fall 1987. State University of New York. Report No. 16-88. 138p. 2mf. L1 ED 294 491

Multicultural Education
- Living in Two Cultures Seminar (Hanaholmen, Helsinki, Finland, April 7-9, 1986). The CDCC's Project No. 7: "The Education and Cultural Development of Migrants." 23p. 1mf. L1 ED 294 439
- Pre-K-12 Multicultural Education. Making Connections: Racism, Militarism, and Feminism. 6p. 1mf. L1 ED 294 821
- Social Science Curriculum: A Collection of Essays. 66p. 1mf. L1 ED 294 799

Multidisciplinary Education
- Interdisciplinary Learning: A Resource Guide. A Small Place to Begin. 84p. 1mf. L1 ED 294 189

Multilingual Materials
- Helping Your Child To Be Safe. English, Chinese, and Vietnamese Languages. 43p. 1mf. L1 ED 294 978
- Helping Your Child To Be Safe. English, Cambodian, and Lao Languages. 43p. 1mf. L1 ED 294 977

Multimedia Instruction
- Integrating Television and Audio-Cassettes. A Case Study of TV6, E206: Personality Development and Learning. IET Paper No. 251. 10p. 1mf. L1 ED 294 559

Multiple Disabilities
- Assessing Elements of Teacher-Student Communicative Interactions. 12p. 1mf. L1 ED 294 375
- Characteristics of Teacher Communicative Expressions Directed to Students Having Multiple Disabilities. 9p. 1mf. L1 ED 294 376
- Vocational Training for Students Who Are Seriously Emotionally Disturbed. Teaching Research. 9p. 1mf. L1 ED 293 997

Multiple Regression Analysis
- Differing Policy Implications of Alternate Multiple Regressions Using the Same Set of Student Background Variables to Predict Academic Achievement. 15p. 1mf. L1 ED 294 902

Multiplication
Concrete-to-Abstract Software Ramp: Environments for Learning Multiplication, Division and Intensive Quantity. Technical Report 87-8.
51p. 1mf. L1 ED 294 713

Multivariate Analysis
Effects on Parameter Estimation of Correlated Abilities Using a Two-Dimensional, Two-Parameter Logistic Item Response Model.
19p. 1mf. L1 ED 294 925
Longitudinal Profiles of Achievement.
33p. 1mf. L1 ED 294 924

Museums
Volunteer Service Agreements: A New Strategy for Volunteer Management.
14p. 1mf. L1 ED 294 017

Music
Female Address in Music Video: Voicing the Difference Differently.
25p. 1mf. L1 ED 294 519
Music Program Evaluation, 1985-1986.
72p. 1mf. L1 ED 294 792
Teacher's Guide for Young People's Concerts.
49p. 1mf. L1 ED 294 774

Music Education
Honolulu Symphony In-School Ensembles.
32p. 1mf. L1 ED 294 775
Music and You: Teacher Guide.
29p. 1mf. L2 ED 294 397
Music Program Evaluation, 1985-1986.
72p. 1mf. L1 ED 294 792
Scottish Waulking Song: "The Boat Will Come."
28p. 1mf. L1 ED 294 805

Music Ensembles
Honolulu Symphony In-School Ensembles.
32p. 1mf. L1 ED 294 775

Music Teachers
Music Faculty and the Achievement of Status in the University Environment.
13p. 1mf. L1 ED 294 476

Music Videos
Music Videos: On Reality and Representation.
20p. 1mf. L1 ED 294 553

Musical Composition
New York City: Musically Speaking.
16p. 1mf. L1 ED 294 293

Musicians
Female Address in Music Video: Voicing the Difference Differently.
25p. 1mf. L1 ED 294 519

Narration
Narrative Topic and the Contemporary Science Essay: A Lesson from Loren Eiseley's Notebooks.
18p. 1mf. L1 ED 294 213
Some Political Implications of Teaching Institutional Discourse.
8p. 1mf. L1 ED 294 206

Narrative Text
Discourse Organization in the Comprehension of Narrative Texts. Technical Report No. 428.
20p. 1mf. L1 ED 294 151

Nassau Community College NY
Moving a Graveyard.
9p. 1mf. L1 ED 294 634

Nation Prepared (A)
Carnegie Call for Reform: A Second Wave for North Carolina? Proceedings Report.
34p. 1mf. L1 ED 294 850
Holmes Group and Carnegie Reports: Teacher Corps Rediscovered?
11p. 1mf. L1 ED 294 855

National Assessment of Educational Progress
Content Analysis of the DMI Mathematics Systems Instructional Objectives Inventory according to the 1985-86 National Assessment of Educational Progress Content by Process Matrix for Mathematics.
35p. 1mf. L1 ED 294 930
Nine-Year-Old Hispanic Student Writing Performance: A Replication of the 1984-85 National Assessment of Educational Progress.
13p. 1mf. L1 ED 294 931

National Commission Reports
Placement of Women and Minority Graduates in Educational Administration.
29p. 1mf. L1 ED 294 302

National Football League
Time Out: The Viewing Experience and Reactions to the 1987 NFL Players' Strike.
26p. 1mf. L1 ED 294 265

National Governors Association
Remarks of Governor Ted Schwinden to the International Conference of the Council of Educational Facility Planners (64th, Edmonton, Alberta, October 3, 1987.
9p. 1mf. L1 ED 294 320

National Institute for Educ Research (Japan
Educational Cooperation in Asia and the Pacific: 20 years of NIER's Activities.
123p. 2mf. L1 ED 294 309

National Programs
Evaluations of Botswana National Literacy Program: The Politics of Renovation and Control.
44p. 1mf. L1 ED 294 887

National Science Board
Science & Engineering Indicators--1987.
382p. 4mf. L1 ED 294 746

National Science Foundation
Indicator Systems for Monitoring Mathematics and Science Education.
96p. 1mf. L2 ED 294 738
Selected Issues Facing U.S. Graduate Education.
13p. 1mf. L1 ED 294 473

National Security
Strategy of Defense: A Critical Examination of Global Conflict. A Secondary Level Curriculum for Social Studies.
213p. 3mf. L2 ED 294 776

National Surveys
High School and Beyond: A National Longitudinal Study for the 1980's. Local Labor Market Indicators for High School and Beyond Schools (1980-1982): Data File User's Manual.
62p. 1mf. L1 ED 294 885

National Technical Information Service
Scientific and Technical Information: Policy and Organization in the Federal Government (H.R. 2159 and H.R. 1615). Hearings before the Subcommittee on Science, Research and Technology of the Committee on Science, Space, and Technology, House of Representatives, One Hundredth Congress, First Session (July 14-15, 1987).
380p. 4mf. L1 ED 294 593

Nationalism
Adspots and Green Eyes: 'National' Identity in Irish TV Commercials and Other 'Marginal' Areas of Irish Television.
21p. 1mf. L1 ED 294 526
National Policies towards Broadcasting in Tanzania.
33p. 1mf. L1 ED 294 543

Native Language Instruction
Espanol para el hispanohablante. Funcion y nocion (Spanish for the Spanish Speaker. Function and Notion).
122p. 2mf. L1 ED 294 432
Evaluation of the Viles Tok Ples Skul Scheme in the North Solomons Province. ERU Report No. 51.
196p. 3mf. L2 ED 294 443

Nativism
Rhetoric of the Know-Nothing Party: Nativism as a Response to the Rhetorical Situation.
34p. 1mf. L1 ED 294 283

Natural Resources
Antarctica: Arena for South American Cooperation or Conflict.
26p. 1mf. L1 ED 294 824
Natural Resources Education Notebook.
270p. 3mf. L2 ED 294 756
Rethinking the Role of the Automobile. Worldwatch Paper No. 84.
75p. 1mf. L2 ED 294 742
Sustainable Resource Development in the Third World. Selected Papers from an International Symposium (Columbus, Ohio, September 1985). Westview Special Studies in Natural Resources and Energy Management.
181p. 2mf. L2 ED 294 727
Youth Exchange Model for Teaching about Natural Resources Development.
14p. 1mf. L1 ED 294 451

Natural Systems
On the Liberty of Nature and the Nature of Liberty.
6p. 1mf. L1 ED 294 794

Naturalism
Cognitive Dimension--"Edge of Darkness."
21p. 1mf. L1 ED 294 529

NEA Contracts
Agreement between Rhode Island Board of Governors for Higher Education and Community College of Rhode Island Faculty Association (NEA/CCRIFA), 1985-1987 and 1987-90.
92p. 1mf. L1 ED 294 611
Agreement between the Massachusetts Board of Regents of Higher Education for the Massachusetts Regional Community Colleges and the Massachusetts Community College Council/Massachusettes Teachers Association, an Affiliate of the National Education Association for Academic Years 1983-84 to 1985-86 and 1986-87 to 1988-89.
140p. 2mf. L1 ED 294 604
Community College Agreement between the Alaska Community Colleges' Federation of Teachers Local 2404, AFT, and the University of Alaska, April 1, 1984-March 31, 1987.
92p. 1mf. L1 ED 294 598
Employee Contract between State of Minnesota/Minnesota State Board for Community Colleges and Minnesota Community College Faculty Association, 1985-87.
88p. 1mf. L1 ED 294 605
Faculty Personnel Policy Statement Adopted by the Board of Governors of the Pima County Community College District, State of Arizona, for 1987-88.
103p. 2mf. L1 ED 294 599
Master Agreement between Dawson Community College Board of Trustees and Glendive Federation of Teachers, Local No. 3402, American Federation of Teachers, AFL-CIO, for 1986-87.
13p. 1mf. L1 ED 294 606
Selected Collective Bargaining Agreements of Maryland Two-Year Colleges.
98p. 2mf. L1 ED 294 603
Selected Collective Bargaining Agreements of Ohio Two-Year Colleges.
385p. 5mf. L1 ED 294 609
Selected Collective Bargaining Agreements of Pennsylvania Two-Year Colleges.
765p. 8mf. L1 ED 294 608
Selected Collective Bargaining Agreements of Nebraska Two-Year Colleges.
164p. 2mf. L1 ED 294 607
Selected Collective Bargaining Agreements of Oregon Two-Year Colleges.
554p. 6mf. L1 ED 294 610
Selected Collective Bargaining Agreements of Wisconsin Two-Year Colleges.
791p. 9mf. L1 ED 294 613
Selected Collective Bargaining Agreements of Washington Two-Year Colleges.
1050p. 11mf. L1 ED 294 612
Selected Collective Bargaining Agreements of Florida Two-Year Colleges.
502p. 6mf. L1 ED 294 600
Selected Collective Bargaining Agreements of Kansas Two-Year Colleges.
363p. 4mf. L1 ED 294 602
Selected Collective Bargaining Agreements of Iowa Two-Year Colleges.
366p. 4mf. L1 ED 294 601
VTI Board of Trustees Agreement with Maine Teachers Association VTI Faculty Unit, 1986-1987 and 1987-1989.
72p. 1mf. L1 ED 294 644

Nebraska
Selected Collective Bargaining Agreements of Nebraska Two-Year Colleges.
164p. 2mf. L1 ED 294 607

Needs Assessment
Education and Community Renewal: Assessment of Need in Distressed Communities.
51p. 1mf. L1 ED 294 961
Reviewing Health Manpower Development. A Method of Improving National Health Systems. Public Health Papers No. 83.
152p. 2mf. L2 ED 294 023

Negative Attitudes
Research on the Effects of Rewards: Implications for Annual Merit Pay.
11p. 1mf. L1 ED 294 854

Neighborhoods
Dynamics of Neighborhood Change and Decline.
134p. 2mf. L1 ED 294 934

Neonates
Sex Stereotyping in Parents' Perceptions of Newborns.
27p. 1mf. L1 ED 294 665
Size for Gestational Age and Neonatal Temperament.
9p. 1mf. L1 ED 294 674

Neurolinguistic Programming
Bibliography of Literature on Neuro-Linguistic Programming.
17p. 1mf. L1 ED 294 444

Neurolinguistics
Bibliography of Literature on Neuro-Linguistic Programming.
17p. 1mf. L1 ED 294 444

Neurological Organization
Brain Research: The Necessity for Separating Sites, Actions and Functions.
9p. 1mf. L1 ED 294 374
Connectionist Learning Procedures.
70p. 1mf. L1 ED 294 889

Neurology
Technological Advances and the Study of Reading.
48p. 1mf. L1 ED 294 163

New International Economic Order
When People See News from a Non-Western Perspective: Cable News Network's "World Report."
18p. 1mf. L1 ED 294 238

New Mexico (Albuquerque)
Music Program Evaluation, 1985-1986.
72p. 1mf. L1 ED 294 792

New York
Alcohol/Drug-Free Schools in New York State. Planning and Policy Guidelines.
99p. 2mf. L1 ED 294 120
Measures of Public Service: The Past Decade (1977-1986).
21p. 1mf. L1 ED 294 475
Migrant Farmworkers in the Oak Orchard Health Service Area. A Descriptive Profile and Assessment of Health Care Needs and Economic Impact.
118p. 2mf. L1 ED 294 707

New York (Bronx)
Mission Possible: Innovations in the Bronx Schools. Fastback 269.
33p. 1mf. L1 ED 294 960

New York (New York)
Adjustment Experience of Chinese Immigrant Children in New York City.
272p. 3mf. L2 ED 294 966
Caribbean Life in New York City: Sociocultural Dimensions.
383p. 4mf. L2 ED 294 967
New York City: Musically Speaking.
16p. 1mf. L1 ED 294 293

New York State Aid for Part Time Study
Report by the Board of Regents to the Governor and the Legislature on the Aid for Part-Time Study Program: 1987. The Third Year.
19p. 1mf. L1 ED 294 505

New Zealand
Certech--The Secondary-Tertiary Student Flow 1979-1986; and the Implications for a Changing Economy.
41p. 1mf. L1 ED 294 741
National Survey of New Zealand Journalists. A Summary Report.
9p. 1mf. L1 ED 294 228
Technicians, Education and Equity--With the Benefit of Foresight?
37p. 1mf. L1 ED 294 740

News Media
El Salvador and Nicaragua in Four Elite U.S. Newspapers: Multiple Images and the Journalist's Reporting Perspective.
38p. 1mf. L1 ED 294 208
How Far Do You Go and How Much Do You Show: Pittsburgh Television News Media and the R. Budd Dwyer Suicide.
18p. 1mf. L1 ED 294 257
News Media and Audience Images of Foreign Countries: Optimism and Pessimism.
40p. 1mf. L1 ED 294 288
U.S. Editors' Perceptions of World Press Problems: An Agenda for Future Research.
29p. 1mf. L1 ED 294 290
When People See News from a Non-Western Perspective: Cable News Network's "World Report."
18p. 1mf. L1 ED 294 238

News Reporting
Strategies of TV News Dramatization: An Attempt of Discourse Analysis.
17p. 1mf. L1 ED 294 525
When People See News from a Non-Western Perspective: Cable News Network's "World Report."
18p. 1mf. L1 ED 294 238

News Writing
El Salvador and Nicaragua in Four Elite U.S. Newspapers: Multiple Images and the Journalist's Reporting Perspective.
38p. 1mf. L1 ED 294 208

Newspapers
Communications at the Crossroads: Parity and Perceptions of Minority Participation.
40p. 1mf. L1 ED 294 253
Loud Thunder, Small Raindrops: The Reform Movement and the Press in China.
28p. 1mf. L1 ED 294 224
Role of Psychographic Analysis in Developing Mass Communication Theory.
29p. 1mf. L1 ED 294 269

Nicaragua
El Salvador and Nicaragua in Four Elite U.S. Newspapers: Multiple Images and the Journalist's Reporting Perspective.
38p. 1mf. L1 ED 294 208

Nigeria
New Technologies Upset the Political Communication Balance in the Third World.
21p. 1mf. L1 ED 294 531
Television in the Lives of Nigerian Youths.
41p. 1mf. L1 ED 294 530

Nominal Group Technique
Priorities for Research and Development in Vocational Education. Monographs Prepared in Partial Fulfillment of a Planning Grant for a National Center for Research in Vocational Education.
136p. 2mf. L1 ED 293 981

Non Western Civilization
Role of Inner Asia in Early Russo-Chinese Relations: Teaching Aids for the Study of Inner Asia, No. 8.
48p. 1mf. L1 ED 294 815
When People See News from a Non-Western Perspective: Cable News Network's "World Report."
18p. 1mf. L1 ED 294 238

Noncognitive Questionnaire
Comparison of White and Black Student Academic Success Using Noncognitive Variables: A LISREL Analysis. Research Report #6-87.
34p. 1mf. L1 ED 294 878

Noncredit Courses
Adult and Continuing Education: Noncredit Activities in Institutions of Higher Education. Higher Education General Information Survey (HEGIS) machine-readable data file .
93p. 1mf. L3 ED 294 517

Noninstructional Responsibility
Delegation--A Fundamental Management Process.
18p. 1mf. L1 ED 294 330

Nonrandom Selection
Standard Errors of Correlations Adjusted for Incidental Selection.
22p. 1mf. L1 ED 294 929

Nontenured Faculty
Part-time, Temporary & Nontenure Track Faculty Appointments. Report and Recommendations.
19p. 1mf. L2 ED 294 477

Nontraditional Education
Combining Quantitative and Qualitative Methods in the Evaluation of an Alternative to Conventional High Schools.
19p. 1mf. L1 ED 294 905
Short-Term Education in the People's Republic of China.
10p. 1mf. L1 ED 294 646

Nontraditional Occupations
Do Women Profit from the Fact That They Perform the Same Sort of Work as Men?
14p. 1mf. L1 ED 294 087
Job Stability among Young Women: A Comparison of Traditional and Nontraditional Occupations. A Rand Note.
33p. 1mf. L2 ED 294 043

Nontraditional Students
Talking and Writing across the Curriculum: A Tutorial Model for Adult ESL Students in Content Courses.
35p. 1mf. L1 ED 294 195

Nonverbal Communication
Experiential Learning of Nonverbal Communication in Popular Magazine Advertising.
12p. 1mf. L1 ED 294 258

Nonverbal Learning
Differences in the Interpretation of Discrepant and Nondiscrepant Messages by Normal and Disturbed Children.
58p. 1mf. L2 ED 294 361
Head and Hand: An Action Approach to Thinking. Occasional Paper No. 3.
20p. 1mf. L1 ED 293 999

Normal Children
Size for Gestational Age and Neonatal Temperament.
9p. 1mf. L1 ED 294 674

Normalization (Handicapped)
Integration in Italy: A Dynamic Movement.
15p. 1mf. L1 ED 294 341
Least Restrictive Environment: Knowing One When You See It. News Digest #5.
9p. 1mf. L1 ED 294 368

North Carolina
Carnegie Call for Reform: A Second Wave for North Carolina? Proceedings Report.
34p. 1mf. L1 ED 294 850
Competency-Based Employability Skills Program.
376p. 4mf. L1 ED 294 062
Educational Reform: Making the Best Choices for North Carolina. Summary of Proceedings. (Greensboro, North Carolina, May 21-22, 1987).
58p. 1mf. L1 ED 294 304
Uniform Budget Manual, North Carolina Public Schools.
62p. 1mf. L1 ED 294 307

North Carolina (Durham County)
Longitudinal Analyses of Achievement Data from Durham County (NC) Schools.
37p. 1mf. L1 ED 294 923

North Carolina Teaching Performance Apprais
Student Achievement and Teaching Performance Ratings Using a State-Wide Teaching Rating Scale: A Case of Science Teaching in the Elementary School.
16p. 1mf. L1 ED 294 894

Northwest Ordinance 1787
Northwest Ordinance. A Special Issue.
124p. 2mf. L1 ED 294 818

Norway
Media Revolution in a Small State Perspective: The Case of Norway.
10p. 1mf. L1 ED 294 522

Notional Functional Syllabi
Espanol para el hispanohablante. Funcion y nocion (Spanish for the Spanish Speaker. Function and Notion).
122p. 2mf. L1 ED 294 432

Nuclear Warfare
Soviet SDI Rhetoric: The "Evil Empire" Vision of Mikhail Gorbachev.
32p. 1mf. L1 ED 294 273
Strategy of Defense: A Critical Examination of Global Conflict. A Secondary Level Curriculum for Social Studies.
213p. 3mf. L2 ED 294 776
What about the Children? The Threat of Nuclear War and Our Responsibility To Preserve This Planet for Future Generations. Samantha Smith Edition.
23p. 1mf. L1 ED 294 811

Number Concepts
Investigations in Mathematics Education. Volume 20, Number 3.
71p. 1mf. L1 ED 294 715
Mathematics Learning in the Elementary School. ERIC/SMEAC Mathematics Education Digest No. 2, 1987.
4p. 1mf. L1 ED 294 719
NCTM Student Math Notes 1987.
21p. 1mf. L1 ED 294 745

Nurses
Potentials Unlimited: Nursing Practice, Education and Administration. Nursing Research Conference Proceedings (1st, Fresno, California, April 8, 1987).
101p. 2mf. L1 ED 294 002

Nursing
Children and Family Breakdown. Report on a WHO Meeting (Kiel, West Germany, December 4-7, 1984). EURO Reports and Studies 101.
64p. 1mf. L2 ED 294 088
Disabled Children's Project. Annual Report, September 1, 1986, through August 31, 1987. Innovations in Child Protective Services.
77p. 1mf. L1 ED 294 357

Nursing Education
Curriculum Design: Nurse Educator's Role in Managing and Utilizing Various Teaching Methodologies.
55p. 1mf. L1 ED 294 474
Potentials Unlimited: Nursing Practice, Education and Administration. Nursing Research Conference Proceedings (1st, Fresno, California, April 8, 1987).
101p. 2mf. L1 ED 294 002
Reconceptualizing the Baccalaureate Nursing Curriculum.
48p. 1mf. L1 ED 294 471

Nursing Homes
Enhancing Quality of Life for Patients with Special Care Needs.
13p. 1mf. L1 ED 294 104
Residential Health Care for the Chronic Mentally Ill.
21p. 1mf. L1 ED 294 105

Nutrition
Food and Population: Beyond Five Billion.
45p. 1mf. L1 ED 294 813
Nutrition & Adolescent Pregnancy: A Selected Annotated Bibliography.
108p. 2mf. L1 ED 294 112

Nutrition Instruction
Teaching Nutrition to Young Children.
52p. 1mf. L1 ED 294 647

Oak Orchard Community Health Center NY
Migrant Farmworkers in the Oak Orchard Health Service Area. A Descriptive Profile and Assessment of Health Care Needs and Economic Impact.
118p. 2mf. L1 ED 294 707

Objective Tests
Use of Qualitative Data as a Supplement to Quantitative Analysis of Objective Survey Items.
16p. 1mf. L1 ED 294 896

Observation
Restrictive Procedures Baselines.
41p. 1mf. L1 ED 294 408

Obstetrics
Continuing Infant Mortality Crisis in Illinois. Part 2. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session (Chicago, Illinois, October 5, 1987).
163p. 2mf. L1 ED 294 664
Continuing Infant Mortality Crisis in Illinois. Part 1. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session (Springfield, Illinois, October 5, 1987).
209p. 3mf. L1 ED 294 663

Occupational Aspiration
Effects of Parenthood on the Career Orientation and Job Characteristics of Young Adults. A Rand Note.
36p. 1mf. L2 ED 294 044
Job Search Methods of Low-Income Youth.
24p. 1mf. L1 ED 294 019
To Be or Not To Be: When and Why Faculty Decide To Be Faculty.
19p. 1mf. L1 ED 294 502

Occupational Clusters
Occupational Clusters of the Engineering Technical Workforce.
200p. 3mf. L1 ED 294 046

Occupational Information
Careers in the Renewable Energy and Conservation Professions and Trades.
5p. 1mf. L1 ED 294 730
Improved Career Decision Making through the Use of Labor Market Information (ICDM) Trainer's Guide. 4th Edition.
206p. 3mf. L1 ED 294 065
Mastering the Basics of Effective School Board Service.
170p. 2mf. L1 ED 294 305
Occupational Clusters of the Engineering Technical Workforce.
200p. 3mf. L1 ED 294 046

Occupational Safety and Health
Code of Practice for Scientific Diving: Principles for the Safe Practice of Scientific Diving in Different Environments. Unesco Technical Papers in Marine Science 53.
290p. 4mf. L2 ED 294 769

Occupational Surveys
Do Women Profit from the Fact That They Perform the Same Sort of Work as Men?
14p. 1mf. L1 ED 294 087

Occupations
Adult and Continuing Education: Noncredit Activities in Institutions of Higher Education. Higher Education General Information Survey (HEGIS) machine-readable data file .
93p. 1mf. L3 ED 294 517

Off Campus Facilities
Instructional Locations Away from the Main Campus, Fall 1987. State University of New York. Report No. 16-88.
138p. 2mf. L1 ED 294 491

Office Occupations Education
Database of Competencies for Business Curriculum Development, K-14.
456p. 5mf. L2 ED 294 064
Guidelines for Teaching Keyboarding.
16p. 1mf. L1 ED 294 014

Ohio
Selected Collective Bargaining Agreements of Ohio Two-Year Colleges.
385p. 5mf. L1 ED 294 609

Oklahoma
Suggested Learner Outcomes: Language Arts, Math, Reading, Science, Social Studies. Grades 1-8. 2nd Edition.
156p. 2mf. L1 ED 294 817

Older Adults
Abuses in Guardianship of the Elderly and Infirm: A National Disgrace. A Report by the Chairman of the Subcommittee on Health and Long-Term Care of the Select Committee on Aging. House of Representatives, One Hundredth Congress, First Session.
95p. 1mf. L1 ED 294 080
Attitudinal Flexibility and Intellectual Functioning in the Elderly.
30p. 1mf. L1 ED 294 107
Caregivers and Their Black Elderly Clients.
20p. 1mf. L1 ED 294 130
Discharge Policies in Senior Housing.
27p. 1mf. L1 ED 294 103
Employers and Medicare as Partners in Financing Health Care for the Elderly.
24p. 1mf. L1 ED 294 114
Full-Timing: A Housing Alternative for Older People.
21p. 1mf. L1 ED 294 108
How Should the Informational Needs of the Aging Be Met?
12p. 1mf. L1 ED 294 582
Impact Evaluation of a Rural Southern Illinois Community Health Education Geriatric Care Staff-Training Program. Revised .
13p. 1mf. L1 ED 294 070
Older Americans Act Amendments of 1987: A Summary of Provisions. Public Law 100-175. An Information Paper Prepared for Use by the Special Committee on Aging. United States Senate, 100th Congress, 1st Session.
95p. 1mf. L1 ED 294 078
Personality Study of Hawaii Japanese Nonagenarians: Preliminary Findings. Technical Report.
15p. 1mf. L1 ED 294 134
Plain Talk About...Aging. Plain Talk Series.
5p. 1mf. L1 ED 294 076
Preventive Health Care for the Elderly. Hearing before the Subcommittee on Health of the Committee on Finance. United States Senate, One Hundredth Congress, Second Session (Miami, Florida).
173p. 2mf. L1 ED 294 119
Progress Report on Geriatric Medicine.
16p. 1mf. L1 ED 294 135
Reauthorization of the Older Americans Act. Hearing before the Special Committee on Aging. United States Senate, One Hundredth Congress, First Session (Casselberry, Florida).
39p. 1mf. L1 ED 294 113
Residential Health Care for the Chronic Mentally Ill.
21p. 1mf. L1 ED 294 105
Role of Television in the Daily Lives of the Elderly.
41p. 1mf. L1 ED 294 520
Supplemental Curriculum for Life Coping Skills for the Elderly. Project 310. Etowah City Schools.
90p. 1mf. L1 ED 293 976
Waiting to Move: Stress, Coping and the Meaning of Home in Anticipation of Relocation.
17p. 1mf. L1 ED 294 074
Where to Turn for Help for Older Persons: A Guide for Action on Behalf of An Older Person.
53p. 1mf. L1 ED 294 077

Older Americans Act Amendments 1987
Older Americans Act Amendments of 1987: A Summary of Provisions. Public Law 100-175. An Information Paper Prepared for Use by the Special Committee on Aging. United States Senate, 100th Congress, 1st Session.
95p. 1mf. L1 ED 294 078

Older Americans Act 1965
Reauthorization of the Older Americans Act. Hearing before the Special Committee on Aging. United States Senate, One Hundredth Congress, First Session (Casselberry, Florida).
39p. 1mf. L1 ED 294 113

On the Job Training
All Indian Pueblo Council, Inc. Vocational Education Program Curriculum Materials.
60p. 1mf. L1 ED 294 020
Job Coaching in Supported Work Programs.
164p. 2mf. L1 ED 294 050
Setting Up an Apprenticeship Program. A Step-by-Step Guide in Training Apprentices for Skilled Occupations. Revised.
44p. 1mf. L1 ED 294 042

Ong (Walter J)
Re-Reading Ong: Literacy and Social Change.
14p. 1mf. L1 ED 294 216

Online Searching
Online Database Searching Workbook.
40p. 1mf. L1 ED 294 592

Ontario
Classroom as an Unnatural Setting. A Study of Oracy in Elementary French Immersion Classes in Ontario.
34p. 1mf. L1 ED 294 433
Cost of Adult Continuing Education in Ontario.
241p. 3mf. L1 ED 294 004
Ontario Science Education Report Card. Canadian National Comparisons. Research Brief.
94p. 1mf. L1 ED 294 726
Predicting First Grade Achievement from Form Errors in Printing at the Start of Pre-Kindergarten.
16p. 1mf. L1 ED 294 654

Open Universities
Access to Video Equipment for Study Purposes: Undergraduate Students in 1986. Findings from the Costs/Access Survey 1986. Report No. 5.
19p. 1mf. L1 ED 294 557

Open University (Great Britain)
Access to Video Equipment for Study Purposes: Undergraduate Students in 1986. Findings from the Costs/Access Survey 1986. Report No. 5. 19p. 1mf. L1 ED 294 557
Integrating Television and Audio-Cassettes. A Case Study of TV6, E206: Personality Development and Learning. IET Paper No. 251. 10p. 1mf. L1 ED 294 559

Opinion Papers
Essays Grown from a Writing across the Curriculum Institute at Indian Hills Community College: Fostering Cooperation and Cohesion in Writing Instruction. 56p. 1mf. L1 ED 294 182

Opinions
Bowie State College Teaching Faculty's Attitudes toward Public Education. 31p. 1mf. L1 ED 294 862

Oral Examinations
Teaching/Learning Laboratory: A Vehicle for Research, Development and Training in Teacher Education. The Application of Microteaching Methodologies to the Training of Teachers to Conduct Oral Assessments. 41p. 1mf. L1 ED 294 910

Oral History
"On the Hurricane Deck of a Mule": Teaching Adults To Read Using Language-Experience and Oral History Techniques. 149p. 2mf. L1 ED 294 155
Listening To See: The Place of Oral History in Composition Classes. 16p. 1mf. L1 ED 294 219

Oral Language
Actes du colloque: Tendances actuelles de la recherche sur la langue parlee (Conference Presentations: Current Trends in Research on Oral Language). 168p. 2mf. L1 ED 294 460
Building Advanced Oral Proficiency Skills for Managers. 22p. 1mf. L1 ED 294 425
Classroom as an Unnatural Setting. A Study of Oracy in Elementary French Immersion Classes in Ontario. 34p. 1mf. L1 ED 294 433
Study of Third and Fifth Grade Students' Oral Language during the Writing Process. Research Bulletin. 26p. 1mf. L2 ED 294 180

Orchestras
Honolulu Symphony In-School Ensembles. 32p. 1mf. L1 ED 294 775

Oregon
Selected Collective Bargaining Agreements of Oregon Two-Year Colleges. 554p. 6mf. L1 ED 294 610

Organisation for Economic Cooperation Devel
Intergovernmental Conference on Education and the Economy in a Changing Society: Conclusions of the Chairman. 7p. 1mf. L2 ED 294 683

Organizational Change
Corporate Culture Climate at the Crossroads: Back to the Future. 19p. 1mf. L1 ED 294 275

Organizational Communication
Corporate Culture Climate at the Crossroads: Back to the Future. 19p. 1mf. L1 ED 294 275
Languages of Leadership: Metaphor Making in Educational Administration. 17p. 1mf. L1 ED 294 296
Public Relations Guide. Featuring PR Tools, PR Techniques, How To Set Up a PR Seminar. Revised Edition. 53p. 1mf. L2 ED 294 804
Report of Evaluation: Enrichment Kindergarten Program 1985-86. 79p. 1mf. L1 ED 294 652
Some Political Implications of Teaching Institutional Discourse. 8p. 1mf. L1 ED 294 206
Study of Methods of School-Community Communications Based on Responses of Parents of School Children in Middle Tennessee. 18p. 1mf. L1 ED 294 321

Organizational Objectives
Science Fairs: The Whys and Hows. 6p. 1mf. L1 ED 294 311

Organizational Theories
Analyzing the School Evaluation Use Process To Make Evaluation Worth the Effort. 22p. 1mf. L1 ED 294 299

Orientation Materials
AFS Orientation Handbook: Volume V. 103p. 2mf. L2 ED 294 793

Orienting Information
Improving Preschoolers' Recognition Memory for Faces with Orienting Information. 11p. 1mf. L1 ED 294 671

Outcome Based Education
Curriculum Organization in Outcome-Based Education. 9p. 1mf. L1 ED 294 313

Outcomes of Education
Accountability and Assessment in American Higher Education: Two Case Studies. 30p. 1mf. L1 ED 294 895
Compendium of JTPA and Related Evaluation Studies. 189p. 2mf. L1 ED 294 048
Condition of Education. Elementary and Secondary Education, 1988. Volume 1. 141p. 2mf. L1 ED 294 332
Condition of Education. Postsecondary Education, 1988. Volume 2. 122p. 2mf. L1 ED 294 333
Student Outcomes Assessment Survey 1987-88. 31p. 1mf. L1 ED 294 487
Success Stories 1978-1988. The Past & Present. Tenth Anniversary Celebration. 50p. 1mf. L1 ED 293 985
Suggested Learner Outcomes: Language Arts, Math, Reading, Science, Social Studies. Grades 1-8. 2nd Edition. 156p. 2mf. L1 ED 294 817

Outdoor Education
Creating Humane Climates Outdoors: A People Skills Primer. 104p. 2mf. L1 ED 294 706
Learning To Lead: An Annotated Bibliography. 31p. 1mf. L1 ED 294 025
Using the Outdoors To Teach Language Arts. 96p. 1mf. L1 ED 294 705

Outplacement Services (Employment)
Displacement, Outplacement, or Inplacement? Options for Business and Industry. 17p. 1mf. L1 ED 294 125
Technology and Employment. Innovation and Growth in the U.S. Economy. Executive Summary. 30p. 1mf. L2 ED 294 057

Outreach Programs
Books by Mail Program: An Implementation Handbook. 53p. 1mf. L1 ED 294 578
Celebrating Two Decades of Innovation, 1968-1988. 79p. 1mf. L1 ED 294 614
One-Year Plan for Library Services. 27p. 1mf. L1 ED 294 594

Overpopulation
Africa's Agenda for Action: Reform Policies, Renew Progress. 6p. 1mf. L1 ED 294 777

Pacific Americans
Performance of Educationally-At-Risk Pacific and Asian Students in a Traditional Academic Program. 16p. 1mf. L1 ED 294 945
Variability among Ethnic Groups in Longitudinal Patterns of School Achievement: 1975-1986. 22p. 1mf. L1 ED 294 944

Papua New Guinea (North Solomons Province)
Evaluation of the Viles Tok Ples Skul Scheme in the North Solomons Province. ERU Report No. 51. 196p. 3mf. L2 ED 294 443

Parametric Analysis
Effects on Parameter Estimation of Correlated Abilities Using a Two-Dimensional, Two-Parameter Logistic Item Response Model. 19p. 1mf. L1 ED 294 925

Parent Aspiration
Explanation of the Beliefs, Values, and Attitudes of Black Students in Fairfax County. 56p. 1mf. L1 ED 294 958

Parent Attitudes
Comprehensive Analysis of Mississippi Public School Educational Programs for School Age Children and Youth with Severe Handicaps. 25p. 1mf. L1 ED 294 334
Cross-Cultural Study of Parents' Perceptions of Early Childhood Programs. 41p. 1mf. L1 ED 294 695
Effect of Parent Involvement in Classroom Activities on Parents' and Children's Attitude toward School. 13p. 1mf. L1 ED 294 667
Effects of Parenthood on the Career Orientation and Job Characteristics of Young Adults. A Rand Note. 36p. 1mf. L2 ED 294 044
Exceptionally Gifted Children's Personality Dispositions, and Their Relationship to Parental Personality and the Family Environment. 16p. 1mf. L1 ED 294 337
Parent and Teacher Relationships. 10p. 1mf. L2 ED 294 353
Parental Perceptions and Practices Regarding Kindergarten Retention. 16p. 1mf. L2 ED 294 686
Parenthood and the Attitudes of Young Adults. A RAND Note. 12p. 1mf. L2 ED 294 688
Parents' Attitudes toward the Economic Futures of Their Daughters. 30p. 1mf. L1 ED 294 268
Poor Families and Schools: An Exploratory Study of the Perspectives of Low-Income Parents and Teachers in Boston, Liverpool, and Portugal. 10p. 1mf. L1 ED 294 939
Sit Down, Shut Up, or Get Out. A Mother's Message to Teachers of Gifted Students. 17p. 1mf. L1 ED 294 360
Study To Determine Parents' and Teachers' Perceptions of the Effectiveness of Public School Principals in the Upper Cumberland Development District of Tennessee. 21p. 1mf. L1 ED 294 322

Parent Child Relationship
Autism/Broken Symbiosis: Persistent Avoidance of Eye Contact with the Mother. Causes, Consequences, Prevention and Cure of Autistiform Behavior in Babies through "Mother-Child Holding." 33p. 1mf. L1 ED 294 344
Developmental Course of Young Children with Emotionally Disturbed Mothers. 16p. 1mf. L1 ED 294 401
Helping Youth Decide. Second Edition. 26p. 1mf. L1 ED 294 100
Helping Youth Decide: A Workshop Guide. 47p. 1mf. L1 ED 294 101
Parental Perceptions and Practices Regarding Kindergarten Retention. 16p. 1mf. L2 ED 294 686
Social Reciprocity: Early Intervention Emphasis for Young Children with Severe/Profound Handicaps. Working Paper #1. Charlotte Circle Project. 19p. 1mf. L1 ED 294 362

Parent Distancing Strategies
Parental Distancing Strategies and Children's Fantasy Play. 20p. 1mf. L1 ED 294 668

Parent Education
Differences in Participation in a Support Program for Adolescent Mothers. 15p. 1mf. L1 ED 294 083
Disabled Children's Project. Annual Report, September 1, 1986, through August 31, 1987. Innovations in Child Protective Services. 77p. 1mf. L1 ED 294 357
Helping Youth Decide: A Workshop Guide. 47p. 1mf. L1 ED 294 101
Increasing the Awareness of Middle School Developmentally Delayed Students, Parents, and Educators Concerning Supplemental Security Income. 88p. 1mf. L1 ED 294 382
Nutrition & Adolescent Pregnancy: A Selected Annotated Bibliography. 108p. 2mf. L1 ED 294 112

Parent Influence
Effect of Parent Involvement in Classroom Activities on Parents' and Children's Attitude toward School. 13p. 1mf. L1 ED 294 667
Parental Distancing Strategies and Children's Fantasy Play. 20p. 1mf. L1 ED 294 668

Parent Participation
American Indian Exceptional Children and Youth. An ERIC Exceptional Child Education Report. 71p. 1mf. L1 ED 294 338
Effect of Parent Involvement in Classroom Activities on Parents' and Children's Attitude toward School. 13p. 1mf. L1 ED 294 667
Parent and Teacher Relationships. 10p. 1mf. L2 ED 294 353
Poor Families and Schools: An Exploratory Study of the Perspectives of Low-Income Parents and Teachers in Boston, Liverpool, and Portugal. 10p. 1mf. L1 ED 294 939
Project KIT (Kids in Transition) Educators Resource Book: A Process of Planning for Change. Revised. 80p. 1mf. L1 ED 294 404
Special Education Parents Alliance. Parent-Professional Teamwork Employment Project for Persons with Disabilities: "How-To" Booklet. 20p. 1mf. L1 ED 294 379

Parent Role
Helping Your Child Learn at School: How Parents Support Good Study Habits in the Home. 15p. 1mf. L1 ED 294 651
Helping Your Child To Be Safe. English, Chinese, and Vietnamese Languages. 43p. 1mf. L1 ED 294 978
Helping Your Child To Be Safe. English, Cambodian, and Lao Languages. 43p. 1mf. L1 ED 294 977
How To Help Your Child as a Learner. Selected Papers Number 51. 24p. 1mf. L1 ED 294 659
Parent Stress, Family Functioning and Social Support in Families of Young Handicapped Children. 39p. 1mf. L1 ED 294 335

Parent School Relationship
Project KIT (Kids in Transition) Educators Resource Book: A Process of Planning for Change. Revised. 80p. 1mf. L1 ED 294 404
Study of Methods of School-Community Communications Based on Responses of Parents of School Children in Middle Tennessee. 18p. 1mf. L1 ED 294 321

Parent Teacher Conferences
Project KIT (Kids in Transition) Parent Notebook. A Process of Planning for Change. Revised. 83p. 1mf. L1 ED 294 405

Parent Teacher Cooperation
Parent and Teacher Relationships. 10p. 1mf. L2 ED 294 353
Project KIT (Kids in Transition) Educators Resource Book: A Process of Planning for Change. Revised. 80p. 1mf. L1 ED 294 404
Project KIT (Kids in Transition) Parent Notebook. A Process of Planning for Change. Revised. 83p. 1mf. L1 ED 294 405
Sit Down, Shut Up, or Get Out. A Mother's Message to Teachers of Gifted Students. 17p. 1mf. L1 ED 294 360

Parent Workshops
Helping Youth Decide: A Workshop Guide. 47p. 1mf. L1 ED 294 101

Parents
Children's Agenda, 1988. 24p. 1mf. L1 ED 294 677
Explanation of the Beliefs, Values, and Attitudes of Black Students in Fairfax County. 56p. 1mf. L1 ED 294 958
Parenthood and the Attitudes of Young Adults. A RAND Note. 12p. 1mf. L2 ED 294 688
Sex Stereotyping in Parents' Perceptions of Newborns. 27p. 1mf. L1 ED 294 665
Transracial Adoption and Placement: A Critical Review of Literature. 13p. 1mf. L1 ED 294 682

Parents as Teachers
How To Help Your Child as a Learner. Selected Papers Number 51. 24p. 1mf. L1 ED 294 659

Part Time Employment
"Creative" Work Schedules. 13p. 1mf. L1 ED 294 011

Part Time Faculty
Comparative Study To Determine the Effectiveness of Adjunct Faculty in the Business Division at Fayetteville Technical Institute. 115p. 2mf. L1 ED 294 622
Part-time, Temporary & Nontenure Track Faculty Appointments. Report and Recommendations. 19p. 1mf. L2 ED 294 477

Part Time Students
Report by the Board of Regents to the Governor and the Legislature on the Aid for Part-Time Study Program: 1987. The Third Year. 19p. 1mf. L1 ED 294 505

Participant Characteristics
Differences in Participation in a Support Program for Adolescent Mothers. 15p. 1mf. L1 ED 294 083

Participant Satisfaction
Factors to Consider in Planning Effective Staff Development Programs. Occasional Paper No. 17. 29p. 1mf. L1 ED 294 839
Reforming the Military Health Care System. 131p. 2mf. L1 ED 294 127

Participation
Alaska Native Participation in the Civilian Conservation Corps. Alaska Historical Commission Studies in History No. 206. 54p. 1mf. L1 ED 294 702

Participative Decision Making
Some Promising Endeavors in School-Univerity Collaboration: Collaborative Research and Collaborative Supervision in the University of New Hampshire Five-Year Program. 11p. 1mf. L1 ED 294 835

Partitioning Procedures
Content Specification for Test Development. 24p. 1mf. L1 ED 294 909

Patients Rights
Matter of Choice: Planning Ahead for Health Care Decisions. An Information Paper Prepared for Use by the Chairman and Ranking Minority Member of the Special Committee on Aging, United States Senate. 97p. 2mf. L1 ED 294 071

Peace
Projects for Peace: We Can Take Action. 7p. 1mf. L1 ED 294 819
Utopian Elements in the Discourse on Broadcasting in the United States in the 1920s. 32p. 1mf. L1 ED 294 524

Peace Corps
Peace Corps Botswana Language Teacher Training Workshop Report (Gaborone, Botswana, Africa, June 3-13, 1985). 71p. 1mf. L1 ED 294 416
Susu Language Manual: Sierra Leone. 69p. 1mf. L1 ED 294 421

Peer Evaluation
Development of the Writer's Ethos in Collaborative Learning. 13p. 1mf. L1 ED 294 230
Improving Students' Writing Attitudes: The Effects of the Writing Center. 12p. 1mf. L1 ED 294 183

Peer Groups
Dimensions of Talk in Peer Groups: Negotiating Control in Writing Group Conversation. 15p. 1mf. L1 ED 294 232

Peer Relationship
What Does Problem Solving Contribute to Education for the Gifted? Strategies and Techniques Relating to Attitudes and Behavior. 19p. 1mf. L1 ED 294 372

Peer Teaching
Effectiveness of Computer-Assisted Instruction, Cooperative Learning, Peer Tutoring, and Class Size on Academic Achievement: A Review. 14p. 1mf. L1 ED 294 297
Improving Students' Writing Attitudes: The Effects of the Writing Center. 12p. 1mf. L1 ED 294 183

Pennsylvania
Mastering the Basics of Effective School Board Service. 170p. 2mf. L1 ED 294 305
Selected Collective Bargaining Agreements of Pennsylvania Two-Year Colleges. 765p. 8mf. L1 ED 294 608
Status of Teacher Education in Pennsylvania, 1987. 59p. 1mf. L1 ED 294 834

Perception
Sex Stereotyping in Parents' Perceptions of Newborns. 27p. 1mf. L1 ED 294 665

Perceptual Attention
Conceptual versus Perceptual Text Processing Strategies: Differences between Good and Poor Readers. 29p. 1mf. L1 ED 294 140

Perceptual Motor Learning
Sensorimotor and Action Development in Autistic Children from Infancy to Early Childhood. 25p. 1mf. L1 ED 294 380

Performance
Staff Appraisal in Further and Higher Education: A Study in Performance Review and Development. Management in College Series. 86p. 1mf. L1 ED 294 486
Using JTPA Performance Standards as a State Policy Tool. 21p. 1mf. L2 ED 294 058

Performance Contracts
Direct Instruction and Affective Learning in Career Education. 18p. 1mf. L1 ED 293 984
Managing Contract Training Programs: Progress and Proposals. Institute for Studies in Higher Education Policy Paper No. 2. 27p. 1mf. L1 ED 294 616
Performance Contracting. 22p. 1mf. L1 ED 294 300

Performance Factors
Improving Preschoolers' Recognition Memory for Faces with Orienting Information. 11p. 1mf. L1 ED 294 671

Periodicals
"American Way's" Flight Pattern: A Profile of American Airline's In-Flight Magazine. 23p. 1mf. L1 ED 294 237
Genius of Passion: Esquire, Coronet and Ken Magazines. 16p. 1mf. L1 ED 294 242

Perry Scheme of Intellectual Ethical Develo
Evaluation of Integrating Literature in the Composition Class. 10p. 1mf. L1 ED 294 239

Persistence
Conditions for the Persistence of Interest. 26p. 1mf. L1 ED 294 903

Personal Care Homes
Caregivers and Their Black Elderly Clients. 20p. 1mf. L1 ED 294 130

Personal Narratives
History of Dialogue Journals and Dissertation Abstracts. 18p. 1mf. L1 ED 294 411
Teaching and Being: Connecting Teachers' Accounts of Their Lives with Classroom Practice. 27p. 1mf. L1 ED 294 841
Voice of One's Own: Creating Writing Identities. 11p. 1mf. L1 ED 294 178

Personality
Size for Gestational Age and Neonatal Temperament. 9p. 1mf. L1 ED 294 674

Personality Assessment
Personality Study of Hawaii Japanese Nonagenarians: Preliminary Findings. Technical Report. 15p. 1mf. L1 ED 294 134
Stephenson's Q Methodology: A Unique Tool for Research and Instruction. 35p. 1mf. L1 ED 294 271

Personality Measures
Cross Cultural Validation of TEMAS (Minority Version). A Pluralistic Projective Test. 48p. 1mf. L1 ED 294 879

Personality Traits
Attitudinal Flexibility and Intellectual Functioning in the Elderly. 30p. 1mf. L1 ED 294 107
Exceptionally Gifted Children's Personality Dispositions, and Their Relationship to Parental Personality and the Family Environment. 16p. 1mf. L1 ED 294 337
Personality Study of Hawaii Japanese Nonagenarians: Preliminary Findings. Technical Report. 15p. 1mf. L1 ED 294 134

Personnel Management
Language Training in Industry with Special Reference to the Cape Town Metropolitan Area (Area 39). 76p. 1mf. L1 ED 294 428

Personnel Policy
Community College Agreement between the Alaska Community Colleges' Federation of Teachers Local 2404, AFT, and the University of Alaska, April 1, 1984-March 31, 1987. 92p. 1mf. L1 ED 294 598
Displacement, Outplacement, or Inplacement? Options for Business and Industry. 17p. 1mf. L1 ED 294 125
Part-time, Temporary & Nontenure Track Faculty Appointments. Report and Recommendations. 19p. 1mf. L2 ED 294 477
Selected Collective Bargaining Agreements of Ohio Two-Year Colleges. 385p. 5mf. L1 ED 294 609
VTI Board of Trustees Agreement with Maine Teachers Association VTI Faculty Unit, 1986-1987 and 1987-1989. 72p. 1mf. L1 ED 294 644

Persuasive Discourse
Development of the Writer's Ethos in Collaborative Learning. 13p. 1mf. L1 ED 294 230
Languages of Leadership: Metaphor Making in Educational Administration. 17p. 1mf. L1 ED 294 296
Professional and the Lay Judge: A Comparison of Competitive Rankings in Forensics Tournaments. 12p. 1mf. L1 ED 294 276
Some Political Implications of Teaching Institutional Discourse. 8p. 1mf. L1 ED 294 206
Soviet SDI Rhetoric: The "Evil Empire" Vision of Mikhail Gorbachev. 32p. 1mf. L1 ED 294 273

Pesticides
Losing Chlordimeform Use in Cotton Production. Its Effects on the Economy and Pest Resistance. Agricultural Economic Report Number 587. 36p. 1mf. L1 ED 294 030

Pests
Losing Chlordimeform Use in Cotton Production. Its Effects on the Economy and Pest Resistance. Agricultural Economic Report Number 587. 36p. 1mf. L1 ED 294 030

Phased Retirement
"Creative" Work Schedules. 13p. 1mf. L1 ED 294 011

Philippines
American Dissertations on Foreign Education: A Bibliography with Abstracts. Philippines. Volume XVIII, Part 2, M-Z. 532p. 6mf. L1 ED 294 798
American Dissertations on Foreign Education: A Bibliography with Abstracts. Philippines. Volume XVIII, Part 1, A-L. 562p. 6mf. L1 ED 294 797
How Third World Journalists View Their Role in the National Development Process: A Philippine Case Study. 26p. 1mf. L1 ED 294 225
Mrs. Aquino Goes to Washington: Completing the Romantic Myth in Corazon Aquino's 1986 Address to the Joint Session of Congress. 15p. 1mf. L1 ED 294 282

Phonemes
Perception of Final Lengthening. 13p. 1mf. L1 ED 294 434

Phonetics
L'enchainement des consonnes occlusives suivies de voyelles anterieures en francais (The Chaining of Occlusive Consonants Followed by Anterior Vowels in French). 302p. 4mf. L1 ED 294 458

Phonology
Actes du colloque: Tendances actuelles de la recherche sur la langue parlee (Conference Presentations: Current Trends in Research on Oral Language). 168p. 2mf. L1 ED 294 460
Low Front Vowel Tensing in Lexical Phonology. 46p. 1mf. L1 ED 294 436
Perception of Final Lengthening. 13p. 1mf. L1 ED 294 434
Spoken Tunisian Arabic. First Draft. 60p. 1mf. L1 ED 294 424

Photographs
Gender and Leadership Differences in Smiles in Sorority and Fraternity Pictures. 13p. 1mf. L1 ED 294 277

Physical Development
Becoming a Woman: Considerations in Educating Adolescents about Menstruation. Revised 1988. Working Paper No. 169. 30p. 1mf. L2 ED 294 860
Long-Term Follow-up Study of Children Developmentally Retarded by Early Environmental Deprivation. 10p. 1mf. L1 ED 294 377

Physical Divisions (Geographic)
Atlas of the Soviet Union. 45p. 1mf. L1 ED 294 807

Physical Health
Estimates of Preventability and Their Relation to Health Behavior. 23p. 1mf. L1 ED 294 069

Physicians
Assessing the Outcome of Affirmative Action in Medical Schools. A Study of the Class of 1975. 58p. 1mf. L2 ED 294 969
Physician Dispensing of Drugs. Hearing before the Subcommittee on Health and the Environment of the Committee on Energy and Commerce. House of Representatives, One Hundredth Congress, First Session on H.R. 2093, a Bill To Amend the Federal Food, Drug, and Cosmetic Act To Limit the Dispensing of Certain Drugs by Practitioners. 197p. 3mf. L1 ED 294 094
Progress Report on Geriatric Medicine. 16p. 1mf. L1 ED 294 135

Physics
Can Cognitive Theory Help Us Teach Physics? 40p. 1mf. L1 ED 294 768
Knowledge Representation about Projectile Motion in Junior High School Students. 69p. 1mf. L1 ED 294 739
Problem Solving: Learning from Experts and Novices. 11p. 1mf. L1 ED 294 752
Promoting Expert-Like Behavior among Beginning Physics Students. 48p. 1mf. L1 ED 294 751
Relation between Problem Categorization and Problem Solving among Novices and Experts. 27p. 1mf. L1 ED 294 753
Selected Issues Facing U.S. Graduate Education. 13p. 1mf. L1 ED 294 473

Piagetian Theory
Accelerating the Development of Formal Thinking in Middle and High School Students. 22p. 1mf. L1 ED 294 914
Cognition, Construction of Knowledge, and Teaching. 20p. 1mf. L1 ED 294 754
Sensorimotor and Action Development in Autistic Children from Infancy to Early Childhood. 25p. 1mf. L1 ED 294 380

Picture Books
Beyond the ABC: Toward a Rhetoric of Children's Literature and Reading. 19p. 1mf. L1 ED 294 154

Pidgins
Iumi Lanem Pijin. A Basic Course in Solomon Islands Pidgin. 178p. 2mf. L1 ED 294 417

Place of Residence
Full-Timing: A Housing Alternative for Older People. 21p. 1mf. L1 ED 294 108

Placement Tests
Calling Writers' Bluffs: Sources of Readers' Judgements in University Placement Testing. 11p. 1mf. L1 ED 294 205

Planning
Child Care Center Operations and Facilities of Selected League for Innovation Community Colleges. 98p. 2mf. L1 ED 294 672
How and Why Do We Change Our Plans? 9p. 1mf. L1 ED 294 666
Matter of Choice: Planning Ahead for Health Care Decisions. An Information Paper Prepared for Use by the Chairman and Ranking Minority Member of the Special Committee on Aging, United States Senate. 97p. 2mf. L1 ED 294 071
Science Fairs: The Whys and Hows. 6p. 1mf. L1 ED 294 311

Play
Children's Free Play: What Has Happened to It? 14p. 1mf. L1 ED 294 656

Pluralistic Ignorance
Pluralistic Ignorance and Communication about a Critical Political Issue. 30p. 1mf. L1 ED 294 292

Poetry
Pleiades. The Journal of the University of Hawai'i Community Colleges. First Edition. February 1988. 87p. 1mf. L1 ED 294 645
Reading and Writing about Poetry and the Reconstruction of Reality: How College English Majors Read a Poem. 27p. 1mf. L1 ED 294 156

Police
Recovering Alcoholic Police Officer and the Danger of Professional Emotional Suppression. 17p. 1mf. L1 ED 294 099

Policy
Copyright Handbook for Videotapes and Microcomputer Software. 33p. 1mf. L2 ED 294 579
Examination and Review of the Collection Development Policies and Procedures of the Mesa College Library. 141p. 2mf. L1 ED 294 581

Policy Formation
Conspiracy of Good Intentions. America's Textbook Fiasco. 127p. 2mf. L1 ED 294 764
Doctoral Scientists and Engineers: A Decade of Change. Special Report. Surveys of Science Resources Series. 119p. 2mf. L1 ED 294 758
Higher Education Amendments of 1986 (P.L. 99-498): A Summary of Provisions. 87-187 EPW. 104p. 2mf. L1 ED 294 485
Organizational Policy: Where It Comes From, What It Does. 16p. 1mf. L1 ED 294 621
Perceived Importance of Future Characteristics of Postsecondary Vocational Education Curriculum among Key Decision-Making Groups. 20p. 1mf. L1 ED 294 008

Political Attitudes
Bilingual Education: Symbolic Meaning and Support among Non-Hispanics. 95p. 1mf. L1 ED 294 464
Obstacles to Television Reform in Latin America--A New Look at the Failures. 21p. 1mf. L1 ED 294 537

(Continued)

Political Attitudes (Continued)
Public Dimension of Broadcasting: Learning from the Canadian Experience.
47p. 1mf. L1 ED 294 535
Sit-Coms and Single Moms: Feminism and the Politics of TV Family Life.
23p. 1mf. L1 ED 294 536
Political Divisions (Geographic)
Atlas of the Soviet Union.
45p. 1mf. L1 ED 294 807
Political Influences
National Policies towards Broadcasting in Tanzania.
33p. 1mf. L1 ED 294 543
New Technologies Upset the Political Communication Balance in the Third World.
21p. 1mf. L1 ED 294 531
Political Issues
Pluralistic Ignorance and Communication about a Critical Political Issue.
30p. 1mf. L1 ED 294 292
Political Socialization
Supervisors' Role and the Use of Failure in Guatemala's Schools.
15p. 1mf. L1 ED 294 315
Politics
Evaluations of Botswana National Literacy Program: The Politics of Renovation and Control.
44p. 1mf. L1 ED 294 887
Politics of Education
Alan Bloom's "The Closing of the American Mind": Two Perspectives.
34p. 1mf. L1 ED 294 971
Educational Reform: Making the Best Choices for North Carolina. Summary of Proceedings. (Greensboro, North Carolina, May 21-22, 1987).
58p. 1mf. L1 ED 294 304
House Undivided: Some Perspectives from a Once "Intimate Enemy," Now a Department Head.
14p. 1mf. L1 ED 294 234
Polychotomous Scoring
Evaluation of "Polyweighting" in Domain-Referenced Testing.
32p. 1mf. L1 ED 294 911
Polynesian Languages
Tuvaluan Lexicon.
807p. 9mf. L1 ED 294 414
Pop Up Books
Handbook for Using Movable Action Books.
34p. 1mf. L1 ED 294 162
Popular Culture
Music Videos: On Reality and Representation.
20p. 1mf. L1 ED 294 553
New York City: Musically Speaking.
16p. 1mf. L1 ED 294 293
Vulgar Canon and Its Uses in the Classroom.
12p. 1mf. L1 ED 294 194
Popular Music
New York City: Musically Speaking.
16p. 1mf. L1 ED 294 293
Population Education
Food and Population: Beyond Five Billion.
45p. 1mf. L1 ED 294 813
Population Growth
Estimates of the Population of Puerto Rico and the Outlying Areas: 1980 to 1986.
10p. 1mf. L1 ED 294 964
Population Trends
Estimates of the Population of Puerto Rico and the Outlying Areas: 1980 to 1986.
10p. 1mf. L1 ED 294 964
Understanding Population Projections.
49p. 1mf. L1 ED 294 789
Portrayal (Reporting Method)
What Assessment of Reader-Writer Conferencing Can Externalize.
35p. 1mf. L1 ED 294 171
Portuguese
Building Advanced Oral Proficiency Skills for Managers.
22p. 1mf. L1 ED 294 425
Postsec
France: A Study of the Educational System of France and a Guide to the Academic Placement of Students in Educational Institutions of the United States. World Education Series.
290p. 4mf. L2 ED 294 472
Postsecondary Education
Condition of Education. Postsecondary Education, 1988. Volume 2.
122p. 2mf. L1 ED 294 333
Higher Education Amendments of 1986 (P.L. 99-498): A Summary of Provisions. 87-187 EPW.
104p. 2mf. L1 ED 294 485
Operation of Wastewater Treatment Plants. Volume 1. A Field Study Training Program. Third Edition. Revised.
538p. 6mf. L1 ED 294 755
Preparing Students for Success at the Postsecondary Level.
24p. 1mf. L1 ED 294 952
Short-Term Education in the People's Republic of China.
10p. 1mf. L1 ED 294 646
Poststructuralism
Shape of Social Rhetoric.
29p. 1mf. L1 ED 294 209
Poverty
Caregivers and Their Black Elderly Clients.
20p. 1mf. L1 ED 294 130
Continuing Infant Mortality Crisis in Illinois. Part 2. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session (Chicago, Illinois, October 5, 1987).
163p. 2mf. L1 ED 294 664
Continuing Infant Mortality Crisis in Illinois. Part 1. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session (Springfield, Illinois, October 5, 1987).
209p. 3mf. L1 ED 294 663
Education and Community Renewal: Assessment of Need in Distressed Communities.
51p. 1mf. L1 ED 294 961
Evaluation of Poverty Indicators. Testimony. Statement of Lois-ellin Datta before the Subcommittee on Census and Population, Committee on Post Office and Civil Service, House of Representatives.
36p. 1mf. L1 ED 294 973
Falling through the Safety Net: Latinos and the Declining Effectiveness of Anti-Poverty Programs in the 1980s. Public Policy Report 1.
20p. 1mf. L1 ED 294 946
Food and Population: Beyond Five Billion.
45p. 1mf. L1 ED 294 813
Minority Issues in Special Education: A Portrait of the Future. News Digest #9.
9p. 1mf. L1 ED 294 371
Money Income and Poverty Status of Families and Persons in the United States: 1986. (Advance Data From the March 1987 Current Population Survey). Consumer Income.
50p. 1mf. L1 ED 294 981
Portrait of Young Adolescents in the 1980's.
28p. 1mf. L2 ED 294 649
Poverty Programs
Falling through the Safety Net: Latinos and the Declining Effectiveness of Anti-Poverty Programs in the 1980s. Public Policy Report 1.
20p. 1mf. L1 ED 294 946
Practicum Supervision
Supervising the Reading Clinician.
36p. 1mf. L1 ED 294 143
Practicums
Reading Clinic.
49p. 1mf. L1 ED 294 142
Supervising the Reading Clinician.
36p. 1mf. L1 ED 294 143
Predictive Measurement
How and How Much Do Biases Resulting from Regression to the Mean Affect Outcome Evaluations?
24p. 1mf. L1 ED 294 888
Local Predictive Influence. Technical Report No. 503. November 1987.
17p. 1mf. L1 ED 294 881
Predictive Models
Local Predictive Influence. Technical Report No. 503. November 1987.
17p. 1mf. L1 ED 294 881
Predictor Variables
Background, Education and Work as Predictors of Adult Skills.
42p. 1mf. L1 ED 294 010
Differing Policy Implications of Alternate Multiple Regressions Using the Same Set of Student Background Variables to Predict Academic Achievement.
15p. 1mf. L1 ED 294 902
Predicting First Grade Achievement from Form Errors in Printing at the Start of Pre-Kindergarten.
16p. 1mf. L1 ED 294 654
Pregnancy
Continuing Infant Mortality Crisis in Illinois. Part 2. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session (Chicago, Illinois, October 5, 1987).
163p. 2mf. L1 ED 294 664
Continuing Infant Mortality Crisis in Illinois. Part 1. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session (Springfield, Illinois, October 5, 1987).
209p. 3mf. L1 ED 294 663
Differences in Participation in a Support Program for Adolescent Mothers.
15p. 1mf. L1 ED 294 083
Nutrition & Adolescent Pregnancy: A Selected Annotated Bibliography.
108p. 2mf. L1 ED 294 112
Pregnant Students
Beyond Stereotypes. Who Becomes a Single Teenage Mother?
101p. 2mf. L2 ED 294 975
Premature Infants
Size for Gestational Age and Neonatal Temperament.
9p. 1mf. L1 ED 294 674
Preschool Children
Children's Free Play: What Has Happened to It?
14p. 1mf. L1 ED 294 656
Effect of Parent Involvement in Classroom Activities on Parents' and Children's Attitude toward School.
13p. 1mf. L1 ED 294 667
First the Look and Then the Sound: Creating Conversations at Circle Time.
44p. 1mf. L1 ED 294 689
Forming Cooperative Programs for Mainstreaming Preschool Children with Severe Behavior Disorders: Policy, Programmatic, and Procedural Issues.
76p. 1mf. L1 ED 294 354
How and Why Do We Change Our Plans?
9p. 1mf. L1 ED 294 666
Improving Preschoolers' Recognition Memory for Faces with Orienting Information.
11p. 1mf. L1 ED 294 671
Parental Distancing Strategies and Children's Fantasy Play.
20p. 1mf. L1 ED 294 668
Taxonomy of Pretend Play Activity with Some Implications for Literacy Development.
43p. 1mf. L1 ED 294 696
What It Means To Be Prosocial: Caretakers' Descriptions of Prosocial 2- and 5-Year-Olds.
27p. 1mf. L1 ED 294 687
Preschool Curriculum
Teaching Nutrition to Young Children.
52p. 1mf. L1 ED 294 647
Preschool Education
Education Structures in the Member States of the European Communities.
155p. 2mf. L1 ED 294 831
Effectiveness of Preschool; and Comparing Full-Day, Half-Day, and Alternate-Day Kindergartens.
110p. 2mf. L1 ED 294 648
Here They Come: Ready or Not! Report of the School Readiness Task Force.
33p. 1mf. L2 ED 294 697
Preschool Programs for Handicapped Children. Fastback 257.
36p. 1mf. L1 ED 294 359
Preschool Teachers
First the Look and Then the Sound: Creating Conversations at Circle Time.
44p. 1mf. L1 ED 294 689
Prescription Drugs
Mental Health Services under Medicare. Hearing before the Subcommittee on Health of the Committee on Finance. United States Senate, One Hundredth Congress, First Session.
129p. 2mf. L1 ED 294 131
Physician Dispensing of Drugs. Hearing before the Subcommittee on Health and the Environment of the Committee on Energy and Commerce. House of Representatives, One Hundredth Congress, First Session on H.R. 2093, a Bill To Amend the Federal Food, Drug, and Cosmetic Act To Limit the Dispensing of Certain Drugs by Practitioners.
197p. 3mf. L1 ED 294 094
Prescription Writing (Medicine)
Physician Dispensing of Drugs. Hearing before the Subcommittee on Health and the Environment of the Committee on Energy and Commerce. House of Representatives, One Hundredth Congress, First Session on H.R. 2093, a Bill To Amend the Federal Food, Drug, and Cosmetic Act To Limit the Dispensing of Certain Drugs by Practitioners.
197p. 3mf. L1 ED 294 094
Preservice Teacher Education
Assessing the Effectiveness of Instructional Materials Designed for Elementary Science Methods Students.
16p. 1mf. L1 ED 294 728
Building a Research-Based Model Science Teacher Education Program.
5p. 1mf. L1 ED 294 723
Perceptions of Research Scientists and Science Educators Regarding Science Education: Call for Synergy.
23p. 1mf. L1 ED 294 737
Preservice Secondary Mathematics Teachers' Constructs of Mathematics and Mathematics Teaching.
47p. 1mf. L1 ED 294 761
Secondary Level Teacher Training Program. June 1, 1984-August 31, 1987.
114p. 2mf. L2 ED 294 366
Toward a Model Science Teacher Education Program.
9p. 1mf. L1 ED 294 722
TPIXIE: A Computer Program To Teach Diagnosis of Algebra Errors. An Interim Report.
28p. 1mf. L1 ED 294 733
Press Opinion
How Third World Journalists View Their Role in the National Development Process: A Philippine Case Study.
26p. 1mf. L1 ED 294 225
U.S. Editors' Perceptions of World Press Problems: An Agenda for Future Research.
29p. 1mf. L1 ED 294 290
Press Role
How Third World Journalists View Their Role in the National Development Process: A Philippine Case Study.
26p. 1mf. L1 ED 294 225
U.S. Editors' Perceptions of World Press Problems: An Agenda for Future Research.
29p. 1mf. L1 ED 294 290
Pretend Play
Parental Distancing Strategies and Children's Fantasy Play.
20p. 1mf. L1 ED 294 668
Taxonomy of Pretend Play Activity with Some Implications for Literacy Development.
43p. 1mf. L1 ED 294 696
Pretests Posttests
Content Specification for Test Development.
24p. 1mf. L1 ED 294 909
Prevention
Alcohol/Drug-Free Schools in New York State. Planning and Policy Guidelines.
99p. 2mf. L1 ED 294 120
Autism/Broken Symbiosis: Persistent Avoidance of Eye Contact with the Mother. Causes, Consequences, Prevention and Cure of Autistiform Behavior in Babies through "Mother-Child Holding."
33p. 1mf. L1 ED 294 344
Be Aware. Be Safe.
38p. 1mf. L1 ED 294 979
Drug Abuse Prevention: Further Efforts Needed To Identify Programs That Work. Report to the Select Committee on Narcotics Abuse and Control, House of Representatives.
64p. 1mf. L1 ED 294 116
Estimates of Preventability and Their Relation to Health Behavior.
23p. 1mf. L1 ED 294 069
Helping Your Child To Be Safe. English, Cambodian, and Lao Languages.
43p. 1mf. L1 ED 294 977
Helping Your Child To Be Safe. English, Chinese, and Vietnamese Languages.
43p. 1mf. L1 ED 294 978
Programs, Activities & Directions.
26p. 1mf. L1 ED 294 118
Reauthorization of the Child Abuse Prevention and Treatment Act. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, First Session (April 23, 1987).
96p. 1mf. L1 ED 294 081
Teen-Age Pregnancies: Can We Afford Not To Prevent Them?
14p. 1mf. L2 ED 294 098
Preventive Medicine
Preventive Health Care for the Elderly. Hearing before the Subcommittee on Health of the Committee on Finance. United States Senate, One Hundredth Congress, Second Session (Miami, Florida).
173p. 2mf. L1 ED 294 119
Prevision
Fundamental Theorem of Prevision. Technical Report No. 506. November 1987.
45p. 1mf. L1 ED 294 880
Prevocational Education
PREP. Planning to Realize Educational Potential.
85p. 1mf. L1 ED 294 016
Prewriting
Practical Ideas for Teaching Writing as a Process. 1987 Edition.
227p. 3mf. L2 ED 294 193
Primary Education
Education Structures in the Member States of the European Communities.
155p. 2mf. L1 ED 294 831
Improving the Attitudes of Primary Teachers and Students towards Science by Using a Hands-On Approach.
84p. 1mf. L2 ED 294 729
Primary Sources
Geography Education. Examining the Issue of Geography Education in Our Schools To Get a Better Understanding of What Needs To Be Done To Improve Students' Knowledge about the World. Hearing before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources. United States Senate, One Hundredth Congress, First Session (October 29, 1987).
115p. 2mf. L1 ED 294 803
Sourcebook of Arts Statistics: 1987.
816p. 9mf. L1 ED 294 828
Prime Time Television
Adspots and Green Eyes: 'National' Identity in Irish TV Commercials and Other 'Marginal' Areas of Irish Television.
21p. 1mf. L1 ED 294 526
Audience Duplication in the Video Age: Changes in Prime Time Inheritance Effects between 1976 and 1985.
20p. 1mf. L1 ED 294 262
Principals
Reaching Marginal Students: A Primary Concern for School Renewal.
165p. mf. L3 ED 294 306
Schoolwide Independent Reading: The Principal Can Help.
21p. 1mf. L1 ED 294 317
Study To Determine Parents' and Teachers' Perceptions of the Effectiveness of Public School Principals in the Upper Cumberland Development District of Tennessee.
21p. 1mf. L1 ED 294 322
Print Media
Text as Image.
26p. 1mf. L1 ED 294 250
Private Agencies
Study of Private and Public Sector Vocational Training Programs in California.
98p. 2mf. L1 ED 294 007
Private Education
American Dissertations on Foreign Education: A Bibliography with Abstracts. Philippines. Volume XVIII, Part 2, M-Z.
532p. 6mf. L1 ED 294 798
American Dissertations on Foreign Education: A Bibliography with Abstracts. Philippines. Volume XVIII, Part 1, A-L.
562p. 6mf. L1 ED 294 797
Private Financial Support
Two-Year College Alumni Programs: Practices and Possibilities.
9p. 1mf. L1 ED 294 629
Private Schools
Handbook of Private Accredited Trade and Technical Schools 1988. Career Education That Works for America.
84p. 1mf. L1 ED 293 987
Private Sector
Public Dimension of Broadcasting: Learning from the Canadian Experience.
47p. 1mf. L1 ED 294 535
Probability
Fundamental Theorem of Prevision. Technical Report No. 506. November 1987.
45p. 1mf. L1 ED 294 880
Geometric Probability. New Topics for Secondary School Mathematics. Materials and Software.
40p. mf. L3 ED 294 721
Problem Sets
Mathematics as Problem Solving.
127p. 2mf. L2 ED 294 725
Problem Solving
Alaska Problem Resource Manual: Alaska Future Problem Solving Program. Alaska Problem 1985-86.
57p. 1mf. L1 ED 294 699
Critical Thinking in Problem Solving: A Perspective for the Language Arts Teacher.
12p. 1mf. L1 ED 294 184
Knowledge Representation about Projectile Motion in Junior High School Students.
69p. 1mf. L1 ED 294 739
Mathematics as Problem Solving.
127p. 2mf. L2 ED 294 725
Mathematics Learning in the Elementary School. ERIC/SMEAC Mathematics Education Digest No. 2, 1987.
4p. 1mf. L1 ED 294 719
Problem Solving and Literature.
8p. 1mf. L1 ED 294 185
Problem Solving: Learning from Experts and Novices.
11p. 1mf. L1 ED 294 752
Problem Solving: Tips for Teachers. Selections from the "Arithmetic Teacher."
83p. mf. L3 ED 294 757
Problem-Solving Research with Computers.
32p. 1mf. L1 ED 294 760
Promoting Expert-Like Behavior among Beginning Physics Students.
48p. 1mf. L1 ED 294 751
Relation between Problem Categorization and Problem Solving among Novices and Experts.
27p. 1mf. L1 ED 294 753
Seven S Framework and Its Use as an Assessment Tool.
17p. 1mf. L1 ED 294 620
Solving Word Problems in the Primary Grades: Addition and Subtraction.
35p. mf. L3 ED 294 744
What Does Problem Solving Contribute to Education for the Gifted? Strategies and Techniques Relating to Attitudes and Behavior.
19p. 1mf. L1 ED 294 372
Production Techniques
Integration of Theory and Production in Undergraduate Communication Programs.
9p. 1mf. L1 ED 294 256
Primer for In-School Productions.
25p. 1mf. L1 ED 294 566
Productive School Model
Strategies for Excellence: Recommendations for a Productive School Model with Strategies for Achieving the Model. The Final Report of the IASB Committee on Strategies for Excellence.
80p. 1mf. L1 ED 294 298
Productivity
Language Training in Industry with Special Reference to the Cape Town Metropolitan Area (Area 39).
76p. 1mf. L1 ED 294 428
Professional Associations
Earth Day and Environmental Education: Retrospect and Prospect. IES Monograph 1.
12p. 1mf. L1 ED 294 720
Professional Concerns
National Survey of New Zealand Journalists. A Summary Report.
9p. 1mf. L1 ED 294 228
Professional Development
Appraisal for Professional Improvement.
10p. 1mf. L1 ED 294 319
Conceptual Perspective of Teacher Education Programs.
38p. 1mf. L1 ED 294 833
Faculty Who Teach Collegiate Courses.
13p. 1mf. L1 ED 294 635
Learning To Lead: An Annotated Bibliography.
31p. 1mf. L1 ED 294 025
Provisional Program Guidelines for Foreign Language Teacher Education.
14p. 1mf. L1 ED 294 463
Professional Education
Measures of Public Service: The Past Decade (1977-1986).
21p. 1mf. L1 ED 294 475
Professional Literature
Defining Composition: Evidence from the Citations, Years 1971-72 and 1976-77.
20p. 1mf. L1 ED 294 235
Professional Occupations
Analysis of the Comparability of Teacher Salaries to the Earnings of Other College Graduates in the Southeast. 1987 Update. Research Report 07-010.
42p. 1mf. L1 ED 294 851
Professional Personnel
Scheduled Salaries for Professional Personnel in Public Schools, 1987-88. Part 1 of National Survery of Salaries and Wages in Public Schools. ERS Report.
113p. mf. L3 ED 294 324
Professional Recognition
Carnegie Call for Reform: A Second Wave for North Carolina? Proceedings Report.
34p. 1mf. L1 ED 294 850
Music Faculty and the Achievement of Status in the University Environment.
13p. 1mf. L1 ED 294 476
Professional Training
Checklist for Designing or Evaluating Inservice Education Proposals.
54p. 1mf. L1 ED 294 303
Preservice Preparation of American Educational Administrators: Retrospect and Prospect.
47p. 1mf. L1 ED 294 308
Professionalism
Appraisal for Professional Improvement.
10p. 1mf. L1 ED 294 319
Professors
Education Professoriate: Introductory Foundations Faculty, 1987 RATE Data.
45p. 1mf. L1 ED 294 871
Program Administration
Issues for Active State Management of the JTPA Title III Grant: A Guide for State Planners and Managers.
122p. 2mf. L1 ED 294 054
Local Education Fund. A Resource Guide.
49p. 1mf. L1 ED 294 936
Managing Contract Training Programs: Progress and Proposals. Institute for Studies in Higher Education Policy Paper No. 2.
27p. 1mf. L1 ED 294 616
Quality of Life in Writing Program Administration.
11p. 1mf. L1 ED 294 197
Program Budgeting
Medicare, Medicaid, and Maternal and Child Health Block Grant Budget Issues. Hearing before the Committee on Finance. United States Senate, One Hundredth Congress, First Session (July 8 and 9, 1987). Part 1 of 2.
288p. 3mf. L1 ED 294 111
Program Content
Cooperative Education.
20p. 1mf. L2 ED 293 998
Cross-Cultural Study of Parents' Perceptions of Early Childhood Programs.
41p. 1mf. L1 ED 294 695
Handbook for Planning an Effective Writing Program: Kindergarten through Grade Twelve. 1986 Edition.
82p. 1mf. L2 ED 294 192
Program Costs
Cost of Adult Continuing Education in Ontario.
241p. 3mf. L1 ED 294 004
Cost-Effectiveness Study of the Two-Year Dental Hygiene Program at Fayetteville Technical Institute.
132p. 2mf. L1 ED 294 632
Program Descriptions
Independent Study Program Profiles 1986-1987. Final Report.
67p. 1mf. L1 ED 294 045
Mission Possible: Innovations in the Bronx Schools. Fastback 269.
33p. 1mf. L1 ED 294 960
Models of Effective Migrant Education Programs.
123p. 2mf. L1 ED 294 704
Program Design
Checklist for Designing or Evaluating Inservice Education Proposals.
54p. 1mf. L1 ED 294 303
Perceptions of Professors and Practitioners Concerning the Practices Which Define the RPTIM Model for Staff Development. Occasional Paper No. 15.
31p. 1mf. L1 ED 294 837
Program Development
Child Care Center Operations and Facilities of Selected League for Innovation Community Colleges.
98p. 2mf. L1 ED 294 672
Child Care Update: 1987.
27p. 1mf. L1 ED 294 650
Children At Risk: An Urban Education Network Conference Proceedings. (Louisville, KY, December 1985). Occasional Paper No. 023.
42p. 1mf. L1 ED 294 974
Collaborative Arrangements.
9p. 1mf. L1 ED 294 956
Conceptual Perspective of Teacher Education Programs.
38p. 1mf. L1 ED 294 833
Designing and Implementing Youth Programs: Job Training Partnership Act Youth Employment Forums Manual.
217p. 3mf. L2 ED 294 049
Developing Effective Instructional Programs.
26p. 1mf. L1 ED 294 950
Educational Cooperation in Asia and the Pacific: 20 years of NIER's Activities.
123p. 2mf. L1 ED 294 309
Effectiveness of the Study Group as an R&D Methodology. Occasional Paper No. 024.
49p. 1mf. L2 ED 294 864
Getting Started with French or Spanish in the Elementary School: FLES Materials and the Cost in Time and Money.
9p. 1mf. L1 ED 294 450
Guide to Determining the Vital Components Needed for a Realistic Vocational Preparation Program for Severely Disabled Students.
11p. 1mf. L1 ED 294 348
Guidelines for Teaching Keyboarding.
16p. 1mf. L1 ED 294 014
Handbook for Planning an Effective Writing Program: Kindergarten through Grade Twelve. 1986 Edition.
82p. 1mf. L2 ED 294 192
Helping Limited English Proficient Students Succeed.
14p. 1mf. L1 ED 294 953
Here They Come: Ready or Not! Report of the School Readiness Task Force.
33p. 1mf. L2 ED 294 697
How a Small/Rural College May Start and Sustain an International Program.
7p. 1mf. L1 ED 294 643
Immigration Reform: Implementation of Legalization Program. Statement of Arnold P. Jones, Senior Associate Director, General Government Division before the Subcommittee on Immigration and Refugee Affairs Committee.
14p. 1mf. L1 ED 294 965
Improving Teacher Effectiveness.
22p. 1mf. L1 ED 294 954
Local Education Fund. A Handbook.
28p. 1mf. L1 ED 294 935
Local Education Fund. A Resource Guide.
49p. 1mf. L1 ED 294 936
Making Schools Work for Underachieving Minority Students: Next Steps for Research, Policy and Practice. Report on Local Activities. Proceedings of the Conference (Los Angeles, California, June 25-26, 1987).
323p. 4mf. L1 ED 294 948
Navamaga: Training Activities for Group Building, Health and Income Generation.
335p. 4mf. L2 ED 294 001
New Hampshire Comprehensive Guidance and Counseling Program: A Guide to an Approved Model for Program Development.
153p. 2mf. L2 ED 294 122
Program for Limited English Speaking Students. Necessity Is the Mother of ESL Programs.
17p. 1mf. L1 ED 294 437
Reducing Dropouts.
41p. 1mf. L1 ED 294 951
Reforming the Military Health Care System.
131p. 2mf. L1 ED 294 127
Reviewing Health Manpower Development. A Method of Improving National Health Systems. Public Health Papers No. 83.
152p. 2mf. L2 ED 294 023
Special Education Parents Alliance. Parent-Professional Teamwork Employment Project for Persons with Disabilities: "How-To" Booklet.
20p. 1mf. L1 ED 294 379
Staff Development for School Change: Growing into Schools of the Future.
22p. 1mf. L1 ED 294 865
Texts Adopted at Meetings of the European Ministers Responsible for Sport. 1975-86.
77p. 1mf. L1 ED 294 852
Training of Trainers in Educational Planning. Report of an IIEP Workshop (Nairobi, Kenya, June 29-July 10, 1987).
160p. 2mf. L2 ED 294 847
Transition: New Challenge for Special Education.
13p. 1mf. L1 ED 294 350
Using Vocabulary Acquisition To Improve the Performance in Reading and Attitude of Students in Second Grade.
130p. 2mf. L1 ED 294 670
Work Plan of APEID for the Fourth Programming Cycle 1987-1991. Programme Development Meeting (Bangkok, 28 May-June 2, 1986).
221p. 3mf. L2 ED 294 714
Youth Employment Competencies. A Resource Manual. Volume I. Technical Assistance Guide 2:84. Volume II. Technical Assistance Guide 3:84.
139p. 2mf. L1 ED 294 052
Program Effectiveness
AACTE RATE Project A National Study of Teacher Preparation. Year Two: Foundations Courses. Preliminary Findings from "Program" Data.
19p. 1mf. L1 ED 294 869
Assessment of Adult and Youth Performance Standards under the Job Training Partnership Act. Research Report Series.
61p. 1mf. L1 ED 294 055
Compendium of JTPA and Related Evaluation Studies.
189p. 2mf. L1 ED 294 048
(Continued)

Program Effectiveness *(Continued)*

Development of the Texas Teacher Appraisal System.
37p. 1mf. L1 ED 294 323
Effectiveness of Preschool; and Comparing Full-Day, Half-Day, and Alternate-Day Kindergartens.
110p. 2mf. L1 ED 294 648
Effectiveness of the Study Group as an R&D Methodology. Occasional Paper No. 024.
49p. 1mf. L2 ED 294 864
Evaluation of ESEA Title I--Program Operations and Educational Effects. A Report to Congress.
118p. 2mf. L1 ED 294 957
Evaluation of the Impact of the Advertising Council's "Volunteer Against Illiteracy" Campaign on Public Awareness of and Resources Devoted to Adult Literacy for 1985.
677p. 8mf. L1 ED 293 979
Evaluation of the Viles Tok Ples Skul Scheme in the North Solomons Province. ERU Report No. 51.
196p. 3mf. L2 ED 294 443
Factors to Consider in Planning Effective Staff Development Programs. Occasional Paper No. 17.
29p. 1mf. L1 ED 294 839
Falling through the Safety Net: Latinos and the Declining Effectiveness of Anti-Poverty Programs in the 1980s. Public Policy Report 1.
20p. 1mf. L1 ED 294 946
How Are We Doing? Issues and Research Related to the Integration of Students with Special Needs.
15p. 1mf. L1 ED 294 388
K-12 Self Studies: Who Needs Them?
14p. 1mf. L1 ED 294 331
Listen, Practice, Converse: A Communication Approach to Second Language Acquisition in Torrance Unified School District. (A Japanese and Korean Bilingual Program Funded under Title VII of the Elementary and Secondary Education Act.) Third Annual Evaluation Report (1986-1987).
73p. 1mf. L1 ED 294 430
Perceptions of Professors and Practitioners Concerning the Practices Which Define the RPTIM Model for Staff Development. Occasional Paper No. 15.
31p. 1mf. L1 ED 294 837
Report of Evaluation: Enrichment Kindergarten Program 1985-86.
79p. 1mf. L1 ED 294 652
SLEP Student Achievement: Some Pertinent Variables and Policy Implications.
43p. 1mf. L1 ED 294 457
Teacher Evaluation Practices in Our Largest School Districts: Are They Measuring Up to "State-of-the-Art" Systems?
39p. 1mf. L1 ED 294 316
Teacher Perceptions of PET with Special Emphasis on Coaching.
57p. 1mf. L1 ED 294 876
Teen-Age Pregnancies: Can We Afford Not To Prevent Them?
14p. 1mf. L2 ED 294 098
Vocational Training for Students Who Are Seriously Emotionally Disturbed. Teaching Research.
9p. 1mf. L1 ED 293 997

Program Evaluation

Assessment of Adult and Youth Performance Standards under the Job Training Partnership Act. Research Report Series.
61p. 1mf. L1 ED 294 055
Assessment: Fad or Fact of Life? Proceedings of the North East Association for Institutional Research Annual Conference (14th, Rochester, New York, October 25-27, 1987).
294p. 4mf. L1 ED 294 494
Business Teacher Education Curriculum Guide. Criteria for Excellence. Designed for the Preparation of Business Teachers at All Levels of Instruction.
89p. 1mf. L2 ED 294 063
Checklist for Designing or Evaluating Inservice Education Proposals.
54p. 1mf. L1 ED 294 303
Citizen Evaluation in Practice: A Casebook on Citizen Evaluation of Mental Health and Other Services.
170p. 2mf. L1 ED 294 091
Comprehensive Analysis of Mississippi Public School Educational Programs for School Age Children and Youth with Severe Handicaps.
25p. 1mf. L1 ED 294 334
Conceptual Perspective of Teacher Education Programs.
38p. 1mf. L1 ED 294 833
Development of the Texas Teacher Appraisal System.
37p. 1mf. L1 ED 294 323
Evaluation of ESEA Title I--Program Operations and Educational Effects. A Report to Congress.
118p. 2mf. L1 ED 294 957
Evaluations of Botswana National Literacy Program: The Politics of Renovation and Control.
44p. 1mf. L1 ED 294 887
Follow-up Study of Selected Graduates from the College of Education University of Central Florida: Final Report (#85-2).
68p. 1mf. L1 ED 294 832
Food Stamp Program: Participation by AFDC Households. Briefing Report to Congressional Requesters.
37p. 1mf. L1 ED 294 980
Guide to Determining the Vital Components Needed for a Realistic Vocational Preparation Program for Severely Disabled Students.
11p. 1mf. L1 ED 294 348
Impact of Composition Aides on Writing in the District of Columbia Public Schools: The First Six Months.
18p. 1mf. L1 ED 294 173
K-12 Self Studies: Who Needs Them?
14p. 1mf. L1 ED 294 331
Key Technologies. Some Implications for Education and Training. An Occasional Paper.
35p. 1mf. L1 ED 294 012
Music Program Evaluation, 1985-1986.
72p. 1mf. L1 ED 294 792
Next Challenge in Gifted Education.
3p. 1mf. L1 ED 294 373
Role of Testing and Evaluation.
104p. 2mf. L1 ED 294 955
Special Education: Views from America's Cities.
95p. 1mf. L1 ED 294 364
Statistical Abstract 1985-86. Dade County Public Schools.
161p. 2mf. L1 ED 294 882
Teacher Evaluation Practices in Our Largest School Districts: Are They Measuring Up to "State-of-the-Art" Systems?
39p. 1mf. L1 ED 294 316

Program for Effective Teaching

Teacher Perceptions of PET with Special Emphasis on Coaching.
57p. 1mf. L1 ED 294 876

Program Guides

Literature: Hawaii English Program.
50p. 1mf. L1 ED 294 241
Local Education Fund. A Resource Guide.
49p. 1mf. L1 ED 294 936

Program Implementation

Designing and Implementing Youth Programs: Job Training Partnership Act Youth Employment Forums Manual.
217p. 3mf. L2 ED 294 049
Full-Time Vocational Training Program. Dropout Retrieval.
27p. 1mf. L1 ED 294 006
Independent Study Program Profiles 1986-1987. Final Report.
67p. 1mf. L1 ED 294 045
Local Education Fund. A Handbook.
28p. 1mf. L1 ED 294 935
PA Industry & Adult Education: A New Partnership. Final Report.
131p. 2mf. L1 ED 293 980
Staff Development for School Change: Growing into Schools of the Future.
22p. 1mf. L1 ED 294 865

Program Improvement

Back to Basics under JTPA. A Policy Statement.
25p. 1mf. L1 ED 294 047
Implementation of Consultation Strategies To Improve Communication between Special Educators and Teachers, Principals, and Parents at the Elementary Level.
68p. 1mf. L1 ED 294 669
Reviewing Health Manpower Development. A Method of Improving National Health Systems. Public Health Papers No. 83.
152p. 2mf. L2 ED 294 023
Trends in Teacher Education as Reported on the Institutional Questionnaire.
18p. 1mf. L1 ED 294 870

Programed Instructional Materials

Audiotutorial Tapes as Aids to College Chemistry Registrants. Research Report #10-87.
15p. 1mf. L1 ED 294 716
Effectiveness of Interactive Computer Assisted Modeling in Teaching Study Strategies and Concept Mapping of College Textbook Material.
20p. 1mf. L1 ED 294 165

Programing

Knowledge Structures: Where Can We Find Them?
13p. 1mf. L1 ED 294 922

Programing (Broadcast)

Adspots and Green Eyes: 'National' Identity in Irish TV Commercials and Other 'Marginal' Areas of Irish Television.
21p. 1mf. L1 ED 294 526
Audience Duplication in the Video Age: Changes in Prime Time Inheritance Effects between 1976 and 1985.
20p. 1mf. L1 ED 294 262
Black Family Imagery and Interactions on Television: A Preliminary Analysis.
21p. 1mf. L1 ED 294 561
Cognitive Dimension--"Edge of Darkness."
21p. 1mf. L1 ED 294 529
Community Cable Television--Hungarian Perspectives.
33p. 1mf. L1 ED 294 550
Education of the Televiewer in Chile.
32p. 1mf. L1 ED 294 538
Media Revolution in a Small State Perspective: The Case of Norway.
10p. 1mf. L1 ED 294 522
National Policies towards Broadcasting in Tanzania.
33p. 1mf. L1 ED 294 543
New Trends in Television Consumption.
9p. 1mf. L1 ED 294 539
Radio Times: The Temporal Arrangements of Broadcasting in the Modern World.
34p. 1mf. L1 ED 294 542
Representation of Blacks on British Television Drama, 1984.
65p. 1mf. L1 ED 294 523
Short Takes: Using Authentic Video in the English Class.
17p. 1mf. L1 ED 294 453
Strategies of TV News Dramatization: An Attempt of Discourse Analysis.
17p. 1mf. L1 ED 294 525
Television and Its Social Effects in China.
14p. 1mf. L1 ED 294 521
Television in the Lives of Nigerian Youths.
41p. 1mf. L1 ED 294 530

Project HELP

Project HELP--The Home Education Learning Project: A History and Analysis of a Telephone Assistance Program for Homework.
19p. 1mf. L1 ED 294 932

Project INTERFACE

Project INTERFACE: Identification of Effective Implementation Strategies for Integrating Microcomputer Instruction into Ongoing Educational Services for the Handicapped. Final Report, 1984-86.
112p. 2mf. L1 ED 294 355

PROLOG Programing Language

Knowledge Structures: Where Can We Find Them?
13p. 1mf. L1 ED 294 922

Proprietary Schools

Handbook of Private Accredited Trade and Technical Schools 1988. Career Education That Works for America.
84p. 1mf. L1 ED 293 987

Prosocial Behavior

Empathy, Communication, and Prosocial Behavior.
41p. 1mf. L1 ED 294 266
What It Means To Be Prosocial: Caretakers' Descriptions of Prosocial 2- and 5-Year-Olds.
27p. 1mf. L1 ED 294 687

Protestants

Views of Retirement by Active and Retired Protestant Ministers.
17p. 1mf. L1 ED 294 128

Protocol Analysis

Sentence Combining and Organizing Principles.
16p. 1mf. L1 ED 294 170

Psychographic Analysis

Role of Psychographic Analysis in Developing Mass Communication Theory.
29p. 1mf. L1 ED 294 269

Psychological Needs

Holistic Curriculum.
140p. mf. L3 ED 294 845
Recovering Alcoholic Police Officer and the Danger of Professional Emotional Suppression.
17p. 1mf. L1 ED 294 099

Psychometrics

Cross Cultural Validation of TEMAS (Minority Version). A Pluralistic Projective Test.
48p. 1mf. L1 ED 294 879
Longitudinal Analyses of Achievement Data from Durham County (NC) Schools.
37p. 1mf. L1 ED 294 923

Psychoneurological Assessment

Technological Advances and the Study of Reading.
48p. 1mf. L1 ED 294 163

Psychopathology

Assessment and Treatment of Persons with Concurrent Substance Abuse and Other Psychopathology: The Importance of Problem Interactions.
47p. 1mf. L1 ED 294 123

Psychosis

Differential Diagnosis of Alzheimer's and Other Dementing Diseases. January 1983 through June 1987. National Library of Medicine Literature Search No. 87-6.
48p. 1mf. L1 ED 294 096

Psychotherapy

Effects of Time-Limited Counseling on the Therapeutic Alliance.
13p. 1mf. L1 ED 294 089

Public Agencies

Study of Private and Public Sector Vocational Training Programs in California.
98p. 2mf. L1 ED 294 007

Public Education

American Dissertations on Foreign Education: A Bibliography with Abstracts. Philippines. Volume XVIII, Part 2, M-Z.
532p. 6mf. L1 ED 294 798
American Dissertations on Foreign Education: A Bibliography with Abstracts. Philippines. Volume XVIII, Part 1, A-L.
562p. 6mf. L1 ED 294 797
Bowie State College Teaching Faculty's Attitudes toward Public Education.
31p. 1mf. L1 ED 294 862
Emergence of Custodialism.
13p. 1mf. L1 ED 294 785
Mission Possible: Innovations in the Bronx Schools. Fastback 269.
33p. 1mf. L1 ED 294 960
Short-Term Education in the People's Republic of China.
10p. 1mf. L1 ED 294 646
Strategic Context of Education in America, 1985-1995.
81p. 1mf. L1 ED 294 790

Public Libraries

Books by Mail Program: An Implementation Handbook.
53p. 1mf. L1 ED 294 578
Maine Library Trustees Handbook.
77p. 1mf. L1 ED 294 586
Manual for Small Libraries in Alaska.
393p. 5mf. L1 ED 294 583

Public Opinion

Bilingual Education: Symbolic Meaning and Support among Non-Hispanics.
95p. 1mf. L1 ED 294 464
News Media and Audience Images of Foreign Countries: Optimism and Pessimism.
40p. 1mf. L1 ED 294 288
Pluralistic Ignorance and Communication about a Critical Political Issue.
30p. 1mf. L1 ED 294 292
Variations in Survey Respondent Selection by Telephone.
26p. 1mf. L1 ED 294 270

Public Policy

American Indian Exceptional Children and Youth. An ERIC Exceptional Child Education Report.
71p. 1mf. L1 ED 294 338
Children's Agenda, 1988.
24p. 1mf. L1 ED 294 677
Explanation of Government Response to Educational Demands.
12p. 1mf. L1 ED 294 470
Integration in Italy: A Dynamic Movement.
15p. 1mf. L1 ED 294 341
Loud Thunder, Small Raindrops: The Reform Movement and the Press in China.
28p. 1mf. L1 ED 294 224
National Policies towards Broadcasting in Tanzania.
33p. 1mf. L1 ED 294 543
School-Sanctioned Community Service. The State Perspective.
158p. 2mf. L2 ED 293 977
Simple Forecasting Model Linking Macroeconomic Policy to Industrial Employment Demand.
41p. 1mf. L1 ED 294 031
Using JTPA Performance Standards as a State Policy Tool.
21p. 1mf. L2 ED 294 058

Public Relations

Field Experience: The Unique Aspect of a Public Relations Program.
20p. 1mf. L1 ED 294 274
Public Relations Guide. Featuring PR Tools, PR Techniques, How To Set Up a PR Seminar. Revised Edition.
53p. 1mf. L2 ED 294 804
Study of Methods of School-Community Communications Based on Responses of Parents of School Children in Middle Tennessee.
18p. 1mf. L1 ED 294 321

Public Schools

Comprehensive Analysis of Mississippi Public School Educational Programs for School Age Children and Youth with Severe Handicaps.
25p. 1mf. L1 ED 294 334
Emergence of Custodialism.
13p. 1mf. L1 ED 294 785

Public Service

Public Dimension of Broadcasting: Learning from the Canadian Experience.
47p. 1mf. L1 ED 294 535
Television and Its Social Effects in China.
14p. 1mf. L1 ED 294 521

Public Service Occupations

Measures of Public Service: The Past Decade (1977-1986).
21p. 1mf. L1 ED 294 475

Public Speaking

Applied Self-Statement Modification and Applied Modified Desensitization in the Treatment of Speech Anxiety: The Synergy Hypothesis.
260p. 3mf. L1 ED 294 252
Using Public-Speaking Skills for Teaching Improvement in the Classroom.
20p. 1mf. L1 ED 294 259

Publicity

Alaska Problem Resource Manual: Alaska Future Problem Solving Program. Alaska Problem 1985-86.
57p. 1mf. L1 ED 294 699

Publishing Industry

Establishing a Book Publishing Curriculum.
11p. 1mf. L1 ED 294 264
Genius of Passion: Esquire, Coronet and Ken Magazines.
16p. 1mf. L1 ED 294 242

Pueblo (People)

All Indian Pueblo Council, Inc. Vocational Education Program Curriculum Materials.
60p. 1mf. L1 ED 294 020

Puerto Ricans

Cross Cultural Validation of TEMAS (Minority Version). A Pluralistic Projective Test.
48p. 1mf. L1 ED 294 879

Pullout Programs

SLEP Student Achievement: Some Pertinent Variables and Policy Implications.
43p. 1mf. L1 ED 294 457

Pupil Personnel Services

Implementation of the Education of the Handicapped Act Public Law 94-142 . Tenth Annual Report to Congress.
434p. 5mf. L1 ED 294 410

Purpose (Composition)

Some Political Implications of Teaching Institutional Discourse.
8p. 1mf. L1 ED 294 206

Q Methodology

Stephenson's Q Methodology: A Unique Tool for Research and Instruction.
35p. 1mf. L1 ED 294 271

Qualitative Research

Designs for Emerging Order in Qualitative Research: An Alternative Perspective.
16p. 1mf. L1 ED 294 907
Use of Qualitative Data as a Supplement to Quantitative Analysis of Objective Survey Items.
16p. 1mf. L1 ED 294 896

Quality Indicators

Improving Indicators of the Quality of Science and Mathematics Education in Grades K-12.
231p. 3mf. L2 ED 294 717

Quality of Life

Enhancing Quality of Life for Patients with Special Care Needs.
13p. 1mf. L1 ED 294 104

Quality of Working Life

Computer Chips and Paper Clips. Technology and Women's Employment. Volume I.
234p. 3mf. L2 ED 294 021
Do Women Profit from the Fact That They Perform the Same Sort of Work as Men?
14p. 1mf. L1 ED 294 087

Questioning Techniques

Assessing the Effectiveness of Instructional Materials Designed for Elementary Science Methods Students.
16p. 1mf. L1 ED 294 728
Introductory Psychology Class: What Students Want To Know.
15p. 1mf. L1 ED 294 495
Tutorial Questions in Caretaker Speech.
47p. 1mf. L1 ED 294 461

Questionnaires

Survey Research: What Works for the Institutional Researcher. Institutional Research Information Series No. 1.
102p. 2mf. L1 ED 294 497

Race

Transracial Adoption and Placement: A Critical Review of Literature.
13p. 1mf. L1 ED 294 682

Racial Bias

Cultural Bias in Children's Storybooks: Implications for Education.
22p. 1mf. L1 ED 294 943
Pre-K-12 Multicultural Education. Making Connections: Racism, Militarism, and Feminism.
6p. 1mf. L1 ED 294 821
Race and Rape: The Black Woman as Legitimate Victim.
36p. 1mf. L1 ED 294 970
Transracial Adoption and Placement: A Critical Review of Literature.
13p. 1mf. L1 ED 294 682

Racial Differences

Beyond Stereotypes. Who Becomes a Single Teenage Mother?
101p. 2mf. L2 ED 294 975
Comparison of White and Black Student Academic Success Using Noncognitive Variables: A LISREL Analysis. Research Report #6-87.
34p. 1mf. L1 ED 294 878
Parenthood and the Attitudes of Young Adults. A RAND Note.
12p. 1mf. L2 ED 294 688

Racial Discrimination

Preliminary Study of Perceived Discrimination and Prejudices of College Students.
21p. 1mf. L1 ED 294 489
Preparing Minorities and Women as Researchers: Have We Learned Anything?
7p. 1mf. L1 ED 294 469

Racial Segregation

Dynamics of Neighborhood Change and Decline.
134p. 2mf. L1 ED 294 934

Radford City Schools VA

Getting Started with French or Spanish in the Elementary School: FLES Materials and the Cost in Time and Money.
9p. 1mf. L1 ED 294 450
Getting Started with French or Spanish in the Elementary School: Curriculum for French, Grades 4-7, FLES Approach.
12p. 1mf. L1 ED 294 449
Getting Started with French or Spanish in the Elementary School: Curriculum for Spanish, Grades 4-7, FLES Approach.
8p. 1mf. L1 ED 294 448

Radio

National Policies towards Broadcasting in Tanzania.
33p. 1mf. L1 ED 294 543
Radio Times: The Temporal Arrangements of Broadcasting in the Modern World.
34p. 1mf. L1 ED 294 542

Rape

Be Aware. Be Safe.
38p. 1mf. L1 ED 294 979
Race and Rape: The Black Woman as Legitimate Victim.
36p. 1mf. L1 ED 294 970

Reader Preferences

Special Education Journal Reading Patterns of Senior Level Undergraduate Education Students at the University of Oklahoma, 1973-82.
10p. 1mf. L1 ED 294 168

Reader Response

Audience Awareness and Critical Essays on Literature: Helping Students Become Part of an Interpretive Community.
26p. 1mf. L1 ED 294 229
From Heuristics to Hermeneutics: Aiding Invention in the Undergraduate Literature Class.
12p. 1mf. L1 ED 294 176
Teaching Film Studies: The Viewer Response Approach.
23p. 1mf. L1 ED 294 254

Reader Response Criticism

Audience Awareness and Critical Essays on Literature: Helping Students Become Part of an Interpretive Community.
26p. 1mf. L1 ED 294 229

Reader Text Relationship

Beyond the ABC: Toward a Rhetoric of Children's Literature and Reading.
19p. 1mf. L1 ED 294 154
Conceptual versus Perceptual Text Processing Strategies: Differences between Good and Poor Readers.
29p. 1mf. L1 ED 294 140
Literature and Everyday Decisions: An Essay about the Influence of Literature on Decision-Making.
21p. 1mf. L1 ED 294 196
Reading and Coping: Code, Communication and the Development of Second Language Reading Abilities Using Content Area Texts.
119p. 2mf. L1 ED 294 146
Self-Involving Reading in a High-Tech Culture.
12p. 1mf. L1 ED 294 153

Reading Achievement

Essential Skills: Reading.
31p. 1mf. L1 ED 294 147
Language Experience Approach for Beginning Reading: A Quantitative Research Synthesis.
45p. 1mf. L1 ED 294 139
Relationship of Television Viewing to Reading Achievement: A Replication.
52p. 1mf. L1 ED 294 137
Television and Reading: A Research Synthesis.
57p. 1mf. L1 ED 294 532

Reading Aloud to Others

Fostering Comprehension by Reading Books to Kindergarten Children. Technical Report No. 426.
35p. 1mf. L1 ED 294 138

Reading Attitudes

Reading Habits of Adults in Egypt.
45p. 1mf. L1 ED 294 157

Reading Centers

Reading Clinic.
49p. 1mf. L1 ED 294 142

Reading Comprehension

Discourse Organization in the Comprehension of Narrative Texts. Technical Report No. 428.
20p. 1mf. L1 ED 294 151
Explicit Comprehension Instruction: A Review of Research and a New Conceptualization of Instruction. Technical Report No. 427.
21p. 1mf. L1 ED 294 152
Fostering Comprehension by Reading Books to Kindergarten Children. Technical Report No. 426.
35p. 1mf. L1 ED 294 138

Reading Diagnosis

Assessing Reading Skills in an F.E. College.
7p. 1mf. L1 ED 294 061
Supervising the Reading Clinician.
36p. 1mf. L1 ED 294 143
Teacher Knowledge of Their Students' Learning Strengths and Weaknesses.
9p. 1mf. L1 ED 294 144

Reading Difficulties

Self-Involving Reading in a High-Tech Culture.
12p. 1mf. L1 ED 294 153
Technological Advances and the Study of Reading.
48p. 1mf. L1 ED 294 163

Reading Fluency

Building Fluency through Repeated Reading in the Third Grade.
30p. 1mf. L1 ED 294 158

Reading Habits

Reading Habits of Adults in Egypt.
45p. 1mf. L1 ED 294 157
Schoolwide Independent Reading: The Principal Can Help.
21p. 1mf. L1 ED 294 317
Special Education Journal Reading Patterns of Senior Level Undergraduate Education Students at the University of Oklahoma, 1973-82.
10p. 1mf. L1 ED 294 168

Reading Improvement

Effect of a Recreational Reading Program on Standardized Test Scores.
21p. 1mf. L1 ED 294 169
Using Vocabulary Acquisition To Improve the Performance in Reading and Attitude of Students in Second Grade.
130p. 2mf. L1 ED 294 670

Reading Instruction

Beyond the ABC: Toward a Rhetoric of Children's Literature and Reading.
19p. 1mf. L1 ED 294 154
Building Fluency through Repeated Reading in the Third Grade.
30p. 1mf. L1 ED 294 158
Essential Skills: Reading Activities.
150p. 2mf. L1 ED 294 148
Explicit Comprehension Instruction: A Review of Research and a New Conceptualization of Instruction. Technical Report No. 427.
21p. 1mf. L1 ED 294 152
Integrating Writing and Reading Instruction. Occasional Paper No. 118.
36p. 1mf. L1 ED 294 175
National Reading and Language Arts Educators' Conference Yearbook.
104p. 2mf. L1 ED 294 160
Read On! II. A Sequential Reading Series. Book 3 and Workbook 3: Vote.
143p. 2mf. L2 ED 293 992
Read On! II. A Sequential Reading Series. Book 3 and Workbook 3: Tribute to Red.
123p. 2mf. L2 ED 293 991
Read On! II. A Sequential Reading Series. Book 2 and Workbook 2: Musical Mix-Up.
122p. 2mf. L2 ED 293 990
Read On! II. A Sequential Reading Series. Book 1 and Workbook 1.
156p. 2mf. L2 ED 293 989
Read On! II. A Sequential Reading Series. Book 6 and Workbook 6: In My Opinion.
140p. 2mf. L2 ED 293 994
Read On! II. A Sequential Reading Series. Book 5 and Workbook 5: Let Me Tell You a Story.
176p. 2mf. L2 ED 293 993
Reading Clinic.
49p. 1mf. L1 ED 294 142
Self-Involving Reading in a High-Tech Culture.
12p. 1mf. L1 ED 294 153
Semantic Mapping in the Adult Learning Center.
15p. 1mf. L1 ED 294 150
Strategies & Ideas for Young Readers in Chapter 1 Instructional Activities. Bulletin No. 1826.
134p. 2mf. L1 ED 294 145
Supervising the Reading Clinician.
36p. 1mf. L1 ED 294 143
Teaching Critical Reading in the Content Areas. Techniques.
4p. 1mf. L1 ED 294 034

Reading Interests

Special Education Journal Reading Patterns of Senior Level Undergraduate Education Students at the University of Oklahoma, 1973-82.
10p. 1mf. L1 ED 294 168

Reading Material Selection

English/Language Arts Model Curriculum Standards, Grades Nine through Twelve. First Edition.
97p. 2mf. L2 ED 294 190
Handbook for Using Movable Action Books.
34p. 1mf. L1 ED 294 162
Vulgar Canon and Its Uses in the Classroom.
12p. 1mf. L1 ED 294 194

Reading Materials

Handbook for Using Movable Action Books.
34p. 1mf. L1 ED 294 162
Strategies & Ideas for Young Readers in Chapter 1 Instructional Activities. Bulletin No. 1826.
134p. 2mf. L1 ED 294 145

Reading Processes

Conceptual versus Perceptual Text Processing Strategies: Differences between Good and Poor Readers.
29p. 1mf. L1 ED 294 140
Reading and Writing about Poetry and the Reconstruction of Reality: How College English Majors Read a Poem.
27p. 1mf. L1 ED 294 156
Technological Advances and the Study of Reading.
48p. 1mf. L1 ED 294 163

Reading Programs

Effect of a Recreational Reading Program on Standardized Test Scores.
21p. 1mf. L1 ED 294 169
Schoolwide Independent Reading: The Principal Can Help.
21p. 1mf. L1 ED 294 317
Strategies & Ideas for Young Readers in Chapter 1 Instructional Activities. Bulletin No. 1826.
134p. 2mf. L1 ED 294 145

Reading Skills

Assessing Reading Skills in an F.E. College.
7p. 1mf. L1 ED 294 061
Collaboration with Basic Writers in the Composition Classroom.
16p. 1mf. L1 ED 294 220
Essential Skills: Reading.
31p. 1mf. L1 ED 294 147
How To Help Your Child as a Learner. Selected Papers Number 51.
24p. 1mf. L1 ED 294 659
What High School Students Know and Can Do.
17p. 1mf. L1 ED 293 996

Reading Strategies

"On the Hurricane Deck of a Mule": Teaching Adults To Read Using Language-Experience and Oral History Techniques.
149p. 2mf. L1 ED 294 155
Beyond the ABC: Toward a Rhetoric of Children's Literature and Reading.
19p. 1mf. L1 ED 294 154
Building Fluency through Repeated Reading in the Third Grade.
30p. 1mf. L1 ED 294 158
Effectiveness of Interactive Computer Assisted Modeling in Teaching Study Strategies and Concept Mapping of College Textbook Material.
20p. 1mf. L1 ED 294 165

(Continued)

Reading Strategies *(Continued)*
Explicit Comprehension Instruction: A Review of Research and a New Conceptualization of Instruction. Technical Report No. 427.
21p. 1mf. L1 ED 294 152
It's Your Turn Now! Using Dialogue Journals with Deaf Students.
141p. 2mf. L2 ED 294 396
Phonetic Recoding Ability and Reading Proficiency in Fifth and Sixth Grade Readers.
26p. 1mf. L1 ED 294 149
Reading and Coping: Code, Communication and the Development of Second Language Reading Abilities Using Content Area Texts.
119p. 2mf. L1 ED 294 146
Reading and Writing about Poetry and the Reconstruction of Reality: How College English Majors Read a Poem.
27p. 1mf. L1 ED 294 156
Strategies & Ideas for Young Readers in Chapter 1 Instructional Activities. Bulletin No. 1826.
134p. 2mf. L1 ED 294 145

Reading to Learn Model
Self-Involving Reading in a High-Tech Culture.
12p. 1mf. L1 ED 294 153

Reading Writing Relationship
Evaluation of Integrating Literature in the Composition Class.
10p. 1mf. L1 ED 294 239
Integrating Reading, Writing, and Learning Theory: A Method to Our Madness.
12p. 1mf. L1 ED 294 166
Integrating the Language Arts: Alternatives and Strategies Using Trade Books as Models for Student Writing.
8p. 1mf. L1 ED 294 210
Integrating Writing and Reading Instruction. Occasional Paper No. 118.
36p. 1mf. L1 ED 294 175
Reading and Writing about Poetry and the Reconstruction of Reality: How College English Majors Read a Poem.
27p. 1mf. L1 ED 294 156

Realism
Cognitive Dimension--"Edge of Darkness."
21p. 1mf. L1 ED 294 529
Music Videos: On Reality and Representation.
20p. 1mf. L1 ED 294 553

Reauthorization Legislation
Reauthorization of the Older Americans Act. Hearing before the Special Committee on Aging. United States Senate, One Hundredth Congress, First Session (Casselberry, Florida).
39p. 1mf. L1 ED 294 113

Recall (Psychology)
Effects of Rhetorical Instruction on Recall Protocols.
27p. 1mf. L1 ED 294 438

Receptive Language
Using Vocabulary Acquisition To Improve the Performance in Reading and Attitude of Students in Second Grade.
130p. 2mf. L1 ED 294 670

Records (Forms)
Wisconsin's Donated Food Distribution Program Handbook.
51p. 1mf. L1 ED 294 962

Recreational Activities
Full-Timing: A Housing Alternative for Older People.
21p. 1mf. L1 ED 294 108

Recreational Reading
Effect of a Recreational Reading Program on Standardized Test Scores.
21p. 1mf. L1 ED 294 169
Schoolwide Independent Reading: The Principal Can Help.
21p. 1mf. L1 ED 294 317
Television and Reading: A Research Synthesis.
57p. 1mf. L1 ED 294 532

Recreational Vehicles
Full-Timing: A Housing Alternative for Older People.
21p. 1mf. L1 ED 294 108

Reference Materials
Annotated Bibliography of Materials for Elementary Foreign Language Programs.
18p. 1mf. L2 ED 294 431
Inventions and Inventors. LC Science Tracer Bullet.
14p. 1mf. L1 ED 294 731
Sourcebook of Arts Statistics: 1987.
816p. 9mf. L1 ED 294 828

Reference Services
Reference Procedures Manual and Reference Policies Manual.
30p. 1mf. L1 ED 294 584

Referral
Education of Behaviorally Handicapped Students in Maine.
87p. 1mf. L1 ED 294 346
Implementation of Consultation Strategies To Improve Communication between Special Educators and Teachers, Principals, and Parents at the Elementary Level.
68p. 1mf. L1 ED 294 669

Reflective Teaching
Teacher Values and the Construction of Curriculum.
20p. 1mf. L1 ED 294 844

Reform Efforts
Loud Thunder, Small Raindrops: The Reform Movement and the Press in China.
28p. 1mf. L1 ED 294 224
Obstacles to Television Reform in Latin America--A New Look at the Failures.
21p. 1mf. L1 ED 294 537

Regional Attitudes
New South as Curriculum: Implications for Understanding Southern Race Relations.
15p. 1mf. L1 ED 294 942
Rural Education in the Northeast United States.
33p. 1mf. L1 ED 294 708

Regional Dialects
Low Front Vowel Tensing in Lexical Phonology.
46p. 1mf. L1 ED 294 436
Mauritanian Arabic. Communication and Culture Handbook. Peace Corps Language Handbook Series.
323p. 4mf. L1 ED 294 423

Regional Programs
Disabled Children's Project. Annual Report, September 1, 1986, through August 31, 1987. Innovations in Child Protective Services.
77p. 1mf. L1 ED 294 357

Regression (Statistics)
How and How Much Do Biases Resulting from Regression to the Mean Affect Outcome Evaluations?
24p. 1mf. L1 ED 294 888

Regulatory Programs
New Guide to Utility Ratemaking.
25p. 1mf. L2 ED 294 827

Rehabilitation
Literature Review of Sexual Abuse.
61p. 1mf. L1 ED 294 085

Rehabilitation Act 1973
Study of the Special Problems and Needs of American Indians with Handicaps Both On and Off the Reservation. Volume I: Executive Summary.
25p. 1mf. L1 ED 294 342

Rehabilitation Centers
Industrial Rehabilitation in the Public Sector: The Ohio Experience.
15p. 1mf. L1 ED 294 110

Rehabilitation Counseling
Recovering Alcoholic Police Officer and the Danger of Professional Emotional Suppression.
17p. 1mf. L1 ED 294 099

Rehabilitation Programs
Recovering Alcoholic Police Officer and the Danger of Professional Emotional Suppression.
17p. 1mf. L1 ED 294 099

Released Time
"Creative" Work Schedules.
13p. 1mf. L1 ED 294 011

Relevance (Education)
Issues and Dilemmas in Early Childhood Teacher Education.
37p. 1mf. L1 ED 294 690

Religious Cultural Groups
Ethnic Folklife Dissertations from the United States and Canada, 1960-1980. A Selected, Annotated Bibliography.
80p. 1mf. L1 ED 294 701

Religious Freedom
Wall of Separation: Two Hundred Years of Mr. Jefferson's Idea. The Expansion of Religious Freedom in the United States.
50p. 1mf. L1 ED 294 773

Relocation
Waiting to Move: Stress, Coping and the Meaning of Home in Anticipation of Relocation.
17p. 1mf. L1 ED 294 074

Remedial Instruction
Back to Basics under JTPA. A Policy Statement.
25p. 1mf. L1 ED 294 047
English Skills I: Course No. 1001300. Parallel Alternative Strategies for Students.
385p. 5mf. L1 ED 294 245
English Skills III: Course No. 1001360. Parallel Alternative Strategies for Students.
450p. 5mf. L1 ED 294 246
English Skills IV: Course No. 1001390. Parallel Alternative Strategies for Students.
386p. 5mf. L1 ED 294 247
Full-Time Vocational Training Program. Dropout Retrieval.
27p. 1mf. L1 ED 294 006
Seven S Framework and Its Use as an Assessment Tool.
17p. 1mf. L1 ED 294 620
Studies of Diagnosis & Remediation with High School Algebra Students.
70p. 1mf. L1 ED 294 734
Teaching Basic Writing with Computers.
10p. 1mf. L1 ED 294 642

Remedial Programs
Community College Programs for Underprepared Students.
93p. 1mf. L1 ED 294 626
Promotion and Retention Policy Implementation Study No. 463.
43p. 1mf. L1 ED 294 982

Remedial Reading
Building Fluency through Repeated Reading in the Third Grade.
30p. 1mf. L1 ED 294 158
Strategies & Ideas for Young Readers in Chapter 1 Instructional Activities. Bulletin No. 1826.
134p. 2mf. L1 ED 294 145

Repeated Readings
Building Fluency through Repeated Reading in the Third Grade.
30p. 1mf. L1 ED 294 158

Research
Research in Art Education as a Form of Educational Consumer Protection.
24p. 1mf. L1 ED 294 503

Research About Teacher Education Project (A
AACTE RATE Project A National Study of Teacher Preparation. Year Two: Foundations Courses. Preliminary Findings from "Program" Data.
19p. 1mf. L1 ED 294 869
Education Professoriate: Introductory Foundations Faculty, 1987 RATE Data.
45p. 1mf. L1 ED 294 871
Trends in Teacher Education as Reported on the Institutional Questionnaire.
18p. 1mf. L1 ED 294 870

Research and Development
Priorities for Research and Development in Vocational Education. Monographs Prepared in Partial Fulfillment of a Planning Grant for a National Center for Research in Vocational Education.
136p. 2mf. L1 ED 293 981
Science & Engineering Indicators--1987.
382p. 4mf. L1 ED 294 746
Science and Higher Education in Korea.
22p. 1mf. L1 ED 294 501

Research and Development Centers
Effectiveness of the Study Group as an R&D Methodology. Occasional Paper No. 024.
49p. 1mf. L2 ED 294 864
Higher Education in Partnership with Industry.
365p. mf. L3 ED 294 482

Research Design
Survey Research: What Works for the Institutional Researcher. Institutional Research Information Series No. 1.
102p. 2mf. L1 ED 294 497

Research Methodology
Assessment of the Importance of Joseph Mayer Rice in American Educational Research.
64p. 1mf. L1 ED 294 920
Chronological Age at School Entrance and the Prevention of Learning Disabilities: Policy Making and the Misinterpretation of Research.
30p. 1mf. L1 ED 294 409
Conditional Approach to Projecting Farm Structure.
50p. 1mf. L1 ED 294 029
Designs for Emerging Order in Qualitative Research: An Alternative Perspective.
16p. 1mf. L1 ED 294 907
Effectiveness of the Study Group as an R&D Methodology. Occasional Paper No. 024.
49p. 1mf. L2 ED 294 864
Investigating Teachers' Knowledge through Ethnographic and Biographical Approaches: A Case Study.
30p. 1mf. L1 ED 294 874
Investigations in Mathematics Education. Volume 20, Number 3.
71p. 1mf. L1 ED 294 715
L'interdisciplinarite en sciences sociales pour l'etude du contact des langues (Interdisciplinarity in Social Sciences of the Study of the Relationships of Languages). Proceedings of a Colloquium of the International Center for Research on Bilingualism and the Institute for Interethnic and Intercultural Studies and Research (2nd, Quebec City, Quebec, Canada, October 1-5, 1984).
135p. 2mf. L1 ED 294 412
Stephenson's Q Methodology: A Unique Tool for Research and Instruction.
35p. 1mf. L1 ED 294 271
Teaching and Being: Connecting Teachers' Accounts of Their Lives with Classroom Practice.
27p. 1mf. L1 ED 294 841
Use of Qualitative Data as a Supplement to Quantitative Analysis of Objective Survey Items.
16p. 1mf. L1 ED 294 896
Variations in Survey Respondent Selection by Telephone.
26p. 1mf. L1 ED 294 270

Research Needs
Learning Disabilities: A Report to the U.S. Congress.
236p. 3mf. L1 ED 294 358
Priorities for Research and Development in Vocational Education. Monographs Prepared in Partial Fulfillment of a Planning Grant for a National Center for Research in Vocational Education.
136p. 2mf. L1 ED 293 981

Research Problems
Technical Report on the Urban Community College Transfer Opportunity Program.
13p. 1mf. L1 ED 294 633

Research Projects
Higher Education in Partnership with Industry.
365p. mf. L3 ED 294 482

Research Reports
Sourcebook of Arts Statistics: 1987.
816p. 9mf. L1 ED 294 828

Research Tools
Role of Psychographic Analysis in Developing Mass Communication Theory.
29p. 1mf. L1 ED 294 269

Research Utilization
Retention Data Collection: Problems, Uses, and Suggested Methodology.
7p. 1mf. L1 ED 294 493

Residential Care
Residential Health Care for the Chronic Mentally Ill.
21p. 1mf. L1 ED 294 105

Residential Patterns
Dynamics of Neighborhood Change and Decline.
134p. 2mf. L1 ED 294 934

Residential Programs
Immigration Reform: Implementation of Legalization Program. Statement of Arnold P. Jones, Senior Associate Director, General Government Division before the Subcommittee on Immigration and Refugee Affairs Committee.
14p. 1mf. L1 ED 294 965

Resistance to Change
Public School Early Childhood Programs. A Resource Guide.
205p. 3mf. L2 ED 294 685

Resource Allocation
Effectiveness of Computer-Assisted Instruction, Cooperative Learning, Peer Tutoring, and Class Size on Academic Achievement: A Review.
14p. 1mf. L1 ED 294 297

Resource Centers
Alaska Arts Resource Directory.
53p. 1mf. L1 ED 294 778
Directory of Curriculum Materials Centers. 2nd Edition.
197p. 3mf. L2 ED 294 588

Resource Materials
Alaska Arts Resource Directory.
53p. 1mf. L1 ED 294 778
Directory of Curriculum Materials Centers. 2nd Edition.
197p. 3mf. L2 ED 294 588
Resources for Teaching Virginia Government.
515p. 6mf. L2 ED 294 788

Resources in Education
Resources in Education (RIE). Volume 23, Number 10.
p. mf. L2 ED 293 975

Respect
Promoting Tolerance, Understanding, and Respect for Diversity: A Monograph for Educators.
57p. 1mf. L1 ED 294 829

Response Style (Tests)
Calling Writers' Bluffs: Sources of Readers' Judgements in University Placement Testing.
11p. 1mf. L1 ED 294 205

Restrictive Procedures
Restrictive Procedures Baselines.
41p. 1mf. L1 ED 294 408

Retirement
Plain Talk About...Aging. Plain Talk Series.
5p. 1mf. L1 ED 294 076
Views of Retirement by Active and Retired Protestant Ministers.
17p. 1mf. L1 ED 294 128

Retirement Benefits
Employers and Medicare as Partners in Financing Health Care for the Elderly.
24p. 1mf. L1 ED 294 114
Retirement Equity Act of 1984: Its Impact on Women.
22p. 1mf. L1 ED 294 079
Retirement Equity Act, Survivor Benefits Protections, and Public Employee Retirement Systems.
27p. 1mf. L2 ED 294 126

Retirement Equity Act 1984
Retirement Equity Act of 1984: Its Impact on Women.
22p. 1mf. L1 ED 294 079

Retraining
Training Retired Teachers for the Transition to Mentoring.
13p. 1mf. L1 ED 294 840

Rhetoric
Absence of Women from the History of Rhetoric: Exclusion or Omission?
24p. 1mf. L2 ED 294 287
Definition, Development, Direction: The Course in Classical Rhetoric.
11p. 1mf. L1 ED 294 214
Effects of Rhetorical Instruction on Recall Protocols.
27p. 1mf. L1 ED 294 438
Shape of Social Rhetoric.
29p. 1mf. L1 ED 294 209

Rhetorical Criticism
"Phaedrus" and the First Person.
15p. 1mf. L1 ED 294 204
Mrs. Aquino Goes to Washington: Completing the Romantic Myth in Corazon Aquino's 1986 Address to the Joint Session of Congress.
15p. 1mf. L1 ED 294 282
Rhetoric of the Know-Nothing Party: Nativism as a Response to the Rhetorical Situation.
34p. 1mf. L1 ED 294 283
Soviet SDI Rhetoric: The "Evil Empire" Vision of Mikhail Gorbachev.
32p. 1mf. L1 ED 294 273

Rhetorical Invention
Decomposing Composing Conventions.
19p. 1mf. L1 ED 294 199

Rhode Island
Agreement between Rhode Island Board of Governors for Higher Education and Community College of Rhode Island Faculty Association (NEA/CCRIFA), 1985-1987 and 1987-90.
92p. 1mf. L1 ED 294 611

Rice (Joseph Mayer)
Assessment of the Importance of Joseph Mayer Rice in American Educational Research.
64p. 1mf. L1 ED 294 920

Risk
HIAA's The Business of Insurance: An Introduction.
39p. 1mf. L2 ED 294 060

Role Conflict
Dual Career Mothers' Role Conflict, Parental Roles, and Gender Roles.
26p. 1mf. L1 ED 294 073

Role of Education
Pie in the Sky; or, Teaching New Paradigms Old Tricks.
11p. 1mf. L1 ED 294 179

Role Perception
"Unidentified Patient" in Home Health Care.
17p. 1mf. L1 ED 294 075

Rural Areas
Simple Forecasting Model Linking Macroeconomic Policy to Industrial Employment Demand.
41p. 1mf. L1 ED 294 031

Rural Development
Only One Earth: Living for the Future.
170p. 2mf. L2 ED 294 796

Rural Education
Rural Education in the Northeast United States.
33p. 1mf. L1 ED 294 708

Rural Urban Differences
Attitudes of Young People in China to Family Formation. A Study in Urban and Rural Areas in Beijing and Sichuan.
123p. 2mf. L2 ED 294 700

Saint Paul Public Schools MN
Loss of Credit and Its Impact on High School Students: A Longitudinal Study.
40p. 1mf. L1 ED 294 940

Salaries
Scheduled Salaries for Professional Personnel in Public Schools, 1987-88. Part 1 of National Survery of Salaries and Wages in Public Schools. ERS Report.
113p. mf. L3 ED 294 324

Salem Public Schools OR
Vocational Training for Students Who Are Seriously Emotionally Disturbed. Teaching Research.
9p. 1mf. L1 ED 293 997

San Diego Unified School District CA
Promotion and Retention Policy Implementation Study No. 463.
43p. 1mf. L1 ED 294 982

Scaling
Contrast Analysis for Scale Differences.
26p. 1mf. L1 ED 294 916

Scattergrams
Community Atlas As an Educational Tool. Community Mapping: Developing a Geographic Perspective.
9p. 1mf. L1 ED 294 795

Scholarly Journals
Defining Composition: Evidence from the Citations, Years 1971-72 and 1976-77.
20p. 1mf. L1 ED 294 235
Special Education Journal Reading Patterns of Senior Level Undergraduate Education Students at the University of Oklahoma, 1973-82.
10p. 1mf. L1 ED 294 168

Scholarships
Use of Financial Aid To Attract Talented Students to Teaching: Lessons from Other Fields. Report for the California Commission on the Teaching Profession.
60p. 1mf. L1 ED 294 849

Scholastic Aptitude Test
Effectiveness of Special Preparation for the SAT: An Evaluation of a Commercial Coaching School.
21p. 1mf. L1 ED 294 900
Gender Bias in SAT Items.
63p. 1mf. L1 ED 294 915
Gender Differences in Verbal Ability: A Meta-Analysis.
75p. 1mf. L1 ED 294 919

School Accounting
Uniform Budget Manual, North Carolina Public Schools.
62p. 1mf. L1 ED 294 307

School Activities
Primer for In-School Productions.
25p. 1mf. L1 ED 294 566

School Buildings
How the Architectural Research Is Used in Educational Facilities and Design in Japan. Phase II.
33p. 1mf. L1 ED 294 318
Remarks of Governor Ted Schwinden to the International Conference of the Council of Educational Facility Planners (64th, Edmonton, Alberta, October 3, 1987.
9p. 1mf. L1 ED 294 320

School Business Relationship
Higher Education in Partnership with Industry.
365p. mf. L3 ED 294 482
Innovative Programs To Meet Industry Workforce Needs.
13p. 1mf. L1 ED 293 995
Local Education Fund. A Handbook.
28p. 1mf. L1 ED 294 935
Local Education Fund. A Resource Guide.
49p. 1mf. L1 ED 294 936
Managing Contract Training Programs: Progress and Proposals. Institute for Studies in Higher Education Policy Paper No. 2.
27p. 1mf. L1 ED 294 616
New Media and Old: Education's Response in Three European Countries.
38p. 1mf. L1 ED 294 541
PA Industry & Adult Education: A New Partnership. Final Report.
131p. 2mf. L1 ED 293 980

School Choice
Handbook of Private Accredited Trade and Technical Schools 1988. Career Education That Works for America.
84p. 1mf. L1 ED 293 987

School Community Programs
Alcohol/Drug-Free Schools in New York State. Planning and Policy Guidelines.
99p. 2mf. L1 ED 294 120
Honolulu Symphony In-School Ensembles.
32p. 1mf. L1 ED 294 775
Local Education Fund. A Handbook.
28p. 1mf. L1 ED 294 935
Local Education Fund. A Resource Guide.
49p. 1mf. L1 ED 294 936

School Community Relationship
Celebrating Two Decades of Innovation, 1968-1988.
79p. 1mf. L1 ED 294 614
Collaborative Arrangements.
9p. 1mf. L1 ED 294 956
Evaluation of the Viles Tok Ples Skul Scheme in the North Solomons Province. ERU Report No. 51.
196p. 3mf. L2 ED 294 443
Local Education Fund. A Handbook.
28p. 1mf. L1 ED 294 935
Local Education Fund. A Resource Guide.
49p. 1mf. L1 ED 294 936
Reducing Dropouts.
41p. 1mf. L1 ED 294 951
Study of Methods of School-Community Communications Based on Responses of Parents of School Children in Middle Tennessee.
18p. 1mf. L1 ED 294 321

School Counseling
Elementary Counseling: A Program Model.
16p. 1mf. L1 ED 294 124
New Hampshire Comprehensive Guidance and Counseling Program: A Guide to an Approved Model for Program Development.
153p. 2mf. L2 ED 294 122

School Counselors
Elementary Counseling: A Program Model.
16p. 1mf. L1 ED 294 124
Law and College Counselors.
7p. 1mf. L1 ED 294 090

School Desegregation
Voluntary Transfer and Student Achievement: Does It Help or Hurt?
15p. 1mf. L1 ED 294 937

School District Spending
Cost of Adult Continuing Education in Ontario.
241p. 3mf. L1 ED 294 004
Uniform Budget Manual, North Carolina Public Schools.
62p. 1mf. L1 ED 294 307

School Districts
Analyzing the School Evaluation Use Process To Make Evaluation Worth the Effort.
22p. 1mf. L1 ED 294 299
Essential Ingredients: Cooperation between Universities and School Districts on Staff Development. Occasional Paper No. 16.
12p. 1mf. L1 ED 294 838
Instruction from a Distance.
24p. 1mf. L1 ED 294 327

School Effectiveness
Beginning Look at the What and How of Restructuring.
37p. 1mf. L1 ED 294 326
Carnegie Call for Reform: A Second Wave for North Carolina? Proceedings Report.
34p. 1mf. L1 ED 294 850
Critical Ingredients for School Improvement Efforts.
20p. 1mf. L1 ED 294 325
Developing Effective Instructional Programs.
26p. 1mf. L1 ED 294 950
Effectiveness of Special Preparation for the SAT: An Evaluation of a Commercial Coaching School.
21p. 1mf. L1 ED 294 900
Improving the Teaching of Science: An Overview of Recent Research.
15p. 1mf. L1 ED 294 294
K-12 Self Studies: Who Needs Them?
14p. 1mf. L1 ED 294 331
Staff Development for School Change: Growing into Schools of the Future.
22p. 1mf. L1 ED 294 865

School Entrance Age
Chronological Age at School Entrance and the Prevention of Learning Disabilities: Policy Making and the Misinterpretation of Research.
30p. 1mf. L1 ED 294 409
National Cutoff Date for Students Entering Kindergarten or First Grade. Promoting State Legislation.
29p. 1mf. L2 ED 294 673

School Funds
Financial Statistics. Higher Education General Information Survey (HEGIS) machine-readable data file .
93p. 1mf. L3 ED 294 516

School Guidance
Elementary Counseling: A Program Model.
16p. 1mf. L1 ED 294 124
New Hampshire Comprehensive Guidance and Counseling Program: A Guide to an Approved Model for Program Development.
153p. 2mf. L2 ED 294 122

School Holding Power
Access, Excellence and Student Retention: A Leadership Commitment.
35p. 1mf. L1 ED 294 623
Enrollment Management: A Key to Student Success.
38p. 1mf. L1 ED 294 636

School Involvement
Public School Early Childhood Programs. A Resource Guide.
205p. 3mf. L2 ED 294 685
School-Sanctioned Community Service. The State Perspective.
158p. 2mf. L2 ED 293 977

School Newspapers
Professors Can Be Friends of a Free Press Too.
23p. 1mf. L1 ED 294 177

School Organization
Analyzing the School Evaluation Use Process To Make Evaluation Worth the Effort.
22p. 1mf. L1 ED 294 299
Beginning Look at the What and How of Restructuring.
37p. 1mf. L1 ED 294 326

School Personnel
Child Care Center Operations and Facilities of Selected League for Innovation Community Colleges.
98p. 2mf. L1 ED 294 672
Education as a Career.
58p. 1mf. L2 ED 294 848
Scheduled Salaries for Professional Personnel in Public Schools, 1987-88. Part 1 of National Survery of Salaries and Wages in Public Schools. ERS Report.
113p. mf. L3 ED 294 324

School Policy
Organizational Policy: Where It Comes From, What It Does.
16p. 1mf. L1 ED 294 621

School Readiness
Chronological Age at School Entrance and the Prevention of Learning Disabilities: Policy Making and the Misinterpretation of Research.
30p. 1mf. L1 ED 294 409

School Role
Alcohol/Drug-Free Schools in New York State. Planning and Policy Guidelines.
99p. 2mf. L1 ED 294 120

School Safety
Legal Issues Affecting Faculty and Administration in Higher Education.
20p. 1mf. L1 ED 294 466

School Schedules
Effectiveness of Preschool; and Comparing Full-Day, Half-Day, and Alternate-Day Kindergartens.
110p. 2mf. L1 ED 294 648
Practical Guide to the Flexible Calendar. ACCCA Management Report 1987-8/5.
9p. 1mf. L1 ED 294 619

School Statistics
Condition of Education. Elementary and Secondary Education, 1988. Volume 1.
141p. 2mf. L1 ED 294 332
Condition of Education. Postsecondary Education, 1988. Volume 2.
122p. 2mf. L1 ED 294 333
Statistical Abstract 1985-86. Dade County Public Schools.
161p. 2mf. L1 ED 294 882

Schools of Education
Albuquerque Public Schools/University of New Mexico Administrative Internship Program: A Unique Response to Today's Realities.
23p. 1mf. L1 ED 294 295
Directory of Curriculum Materials Centers. 2nd Edition.
197p. 3mf. L2 ED 294 588
Placement of Women and Minority Graduates in Educational Administration.
29p. 1mf. L1 ED 294 302
Status of Teacher Education in Pennsylvania, 1987.
59p. 1mf. L1 ED 294 834

Science Achievement
Improving Indicators of the Quality of Science and Mathematics Education in Grades K-12.
231p. 3mf. L2 ED 294 717

Science Activities
Moist Side of Life--Some Classroom Activities in Biological Adaptation.
52p. 1mf. L1 ED 294 718

Science and Society
Technicians, Education and Equity--With the Benefit of Foresight?
37p. 1mf. L1 ED 294 740

Science Careers
Certech--The Secondary-Tertiary Student Flow 1979-1986; and the Implications for a Changing Economy.
41p. 1mf. L1 ED 294 741

Science Curriculum
Ontario Science Education Report Card. Canadian National Comparisons. Research Brief.
94p. 1mf. L1 ED 294 726

Science Education
Improving Indicators of the Quality of Science and Mathematics Education in Grades K-12.
231p. 3mf. L2 ED 294 717
Improving the Teaching of Science: An Overview of Recent Research.
15p. 1mf. L1 ED 294 294
Knowledge Structures: Where Can We Find Them?
13p. 1mf. L1 ED 294 922

Science Education Research
Indicator Systems for Monitoring Mathematics and Science Education.
96p. 1mf. L2 ED 294 738
Perceptions of Research Scientists and Science Educators Regarding Science Education: Call for Synergy.
23p. 1mf. L1 ED 294 737
Promoting Expert-Like Behavior among Beginning Physics Students.
48p. 1mf. L1 ED 294 751

Science Fairs
Science Fairs: The Whys and Hows.
6p. 1mf. L1 ED 294 311

Science Instruction
Audiotutorial Tapes as Aids to College Chemistry Registrants. Research Report #10-87.
15p. 1mf. L1 ED 294 716
Cognition, Construction of Knowledge, and Teaching.
20p. 1mf. L1 ED 294 754
Critical Issues in Two-Year College Chemistry: Report with Recommendations. Report of the 1985 Invitational Education Conference Sponsored by the Society Committee on Education of the American Chemical Society (Chevy Chase, Maryland, November 15-17, 1985).
14p. 1mf. L1 ED 294 597
Development, Implementation and Evaluation of an Audiotape and Accompanying Visuals in Hemodynamics as a Supplementary Teaching Aid for Human Anatomy and Physiology: Curriculum and Program Planning.
52p. 1mf. L2 ED 294 563
Improving the Attitudes of Primary Teachers and Students towards Science by Using a Hands-On Approach.
84p. 1mf. L2 ED 294 729
Ontario Science Education Report Card. Canadian National Comparisons. Research Brief.
94p. 1mf. L1 ED 294 726
Technicians, Education and Equity--With the Benefit of Foresight?
37p. 1mf. L1 ED 294 740

Science Teachers
Improving the Attitudes of Primary Teachers and Students towards Science by Using a Hands-On Approach.
84p. 1mf. L2 ED 294 729
Perceptions of Research Scientists and Science Educators Regarding Science Education: Call for Synergy.
23p. 1mf. L1 ED 294 737
Student Achievement and Teaching Performance Ratings Using a State-Wide Teaching Rating Scale: A Case of Science Teaching in the Elementary School.
16p. 1mf. L1 ED 294 894

Science Technology and Society Courses
Science, Technology and Society as Experienced through Children's Literature.
15p. 1mf. L1 ED 294 141

Scientific and Technical Information
Scientific and Technical Information: Policy and Organization in the Federal Government (H.R. 2159 and H.R. 1615). Hearings before the Subcommittee on Science, Research and Technology of the Committee on Science, Space, and Technology, House of Representatives, One Hundredth Congress, First Session (July 14-15, 1987).
380p. 4mf. L1 ED 294 593

Scientific Attitudes
Can Cognitive Theory Help Us Teach Physics?
40p. 1mf. L1 ED 294 768

Scientific Essays
Narrative Topic and the Contemporary Science Essay: A Lesson from Loren Eiseley's Notebooks.
18p. 1mf. L1 ED 294 213

Scientific Personnel
Selected Issues Facing U.S. Graduate Education.
13p. 1mf. L1 ED 294 473

Scientific Research
Science and Higher Education in Korea.
22p. 1mf. L1 ED 294 501
Selected Issues Facing U.S. Graduate Education.
13p. 1mf. L1 ED 294 473

Scientists
Perceptions of Research Scientists and Science Educators Regarding Science Education: Call for Synergy.
23p. 1mf. L1 ED 294 737
U.S. Scientists and Engineers: 1982, Volume 2. Surveys of Science Resources Series.
111p. 2mf. L1 ED 294 767

Scores
Evaluation of Score Interpretive Information from the Perspective of Failed and Passed Test-Takers.
40p. 1mf. L1 ED 294 899

Scoring
Evaluation of "Polyweighting" in Domain-Referenced Testing.
32p. 1mf. L1 ED 294 911
Usefulness of Score Interpretive Information for Examinees Who Fail Criterion-Referenced Tests.
93p. 1mf. L1 ED 294 898

Scotland
Scottish Waulking Song: "The Boat Will Come."
28p. 1mf. L1 ED 294 805

Search Strategies
Online Database Searching Workbook.
40p. 1mf. L1 ED 294 592

Second Language Instruction
Reading and Coping: Code, Communication and the Development of Second Language Reading Abilities Using Content Area Texts.
119p. 2mf. L1 ED 294 146
We've Got the "HOTS" for Foreign Languages: Higher Order Thinking Skills.
20p. 1mf. L1 ED 294 641

Second Language Lea
What Can Be Learnt from Teaching Children?
10p. 1mf. L1 ED 294 447

Second Language Programs
Foreign Language Model Curriculum Standards, Grades Nine Through Twelve. First Edition.
29p. 1mf. L2 ED 294 462
Foreign Language Scope and Sequence.
109p. 2mf. L1 ED 294 454

Secondary Education
Education Structures in the Member States of the European Communities.
155p. 2mf. L1 ED 294 831
Loss of Credit and Its Impact on High School Students: A Longitudinal Study.
40p. 1mf. L1 ED 294 940
Motivation, Attributions, and Approaches to Learning in British and Hungarian Secondary Schools.
23p. 1mf. L1 ED 294 921

Secondary School Curriculum
Interpreting Curriculum Differentiation.
48p. 1mf. L1 ED 294 933

Secondary School Mathematics
Concrete-to-Abstract Software Ramp: Environments for Learning Multiplication, Division and Intensive Quantity. Technical Report 87-8.
51p. 1mf. L1 ED 294 713
Diagnosis and Remediation in the Context of Intelligent Tutoring Systems.
33p. 1mf. L1 ED 294 736
Enhancing PIXIE's Tutoring Capabilities.
40p. 1mf. L1 ED 294 735
Geometric Probability. New Topics for Secondary School Mathematics. Materials and Software.
40p. mf. L3 ED 294 721
Guided Inquiry and Technology: A Year Long Study of Children and Teachers Using the Geometric Supposer. ETC Technical Report 88-6. Final Report.
142p. 2mf. L1 ED 294 711
Indicator Systems for Monitoring Mathematics and Science Education.
96p. 1mf. L2 ED 294 738
Investigations in Mathematics Education. Volume 20, Number 3.
71p. 1mf. L1 ED 294 715
Junior High Mathematics Program of Studies and Curriculum Guide. 1987. Draft.
348p. 4mf. L1 ED 294 763
Mathematical, Technical, and Pedagogical Challenges in the Graphical Representation of Functions. Final Technical Report 88-4.
124p. 2mf. L1 ED 294 712
Mathematics as Problem Solving.
127p. 2mf. L2 ED 294 725
NCTM Student Math Notes 1987.
21p. 1mf. L1 ED 294 745
Preservice Secondary Mathematics Teachers' Constructs of Mathematics and Mathematics Teaching.
47p. 1mf. L1 ED 294 761
Problem Solving: Tips for Teachers. Selections from the "Arithmetic Teacher."
83p. mf. L3 ED 294 757
Projects To Enrich School Mathematics. Level 3.
126p. mf. L3 ED 294 710
Studies of Diagnosis & Remediation with High School Algebra Students.
70p. 1mf. L1 ED 294 734
Teachers' Thinking about Students' Thinking about Geometry: The Effects of New Teaching Tools. Technical Report 88-1.
38p. 1mf. L1 ED 294 724
Toward a Scientific Practice of Mathematics Education.
28p. 1mf. L1 ED 294 747
van Hiele Model of Thinking in Geometry among Adolescents. Journal for Research in Mathematics Education Monograph Number 3.
195p. mf. L3 ED 294 770

Secondary School Science
Children's Conceptions of Plants as Living Things.
18p. 1mf. L1 ED 294 732
Cognition, Construction of Knowledge, and Teaching.
20p. 1mf. L1 ED 294 754
Curriculum Translation in Secondary School Science. An Analysis of Teacher Functional Paradigms.
44p. 1mf. L1 ED 294 765
Educating Scientists and Engineers: Grade School to Grad School.
138p. 2mf. L1 ED 294 762
Effect of Animal Dissections on Student Acquisition of Knowledge of and Attitudes toward the Animals Dissected.
20p. 1mf. L1 ED 294 749
Indicator Systems for Monitoring Mathematics and Science Education.
96p. 1mf. L2 ED 294 738
Knowledge Representation about Projectile Motion in Junior High School Students.
69p. 1mf. L1 ED 294 739
Moist Side of Life--Some Classroom Activities in Biological Adaptation.
52p. 1mf. L1 ED 294 718
Natural Resources Education Notebook.
270p. 3mf. L2 ED 294 756
Ontario Science Education Report Card. Canadian National Comparisons. Research Brief.
94p. 1mf. L1 ED 294 726
Science & Engineering Indicators--1987.
382p. 4mf. L1 ED 294 746
Work Plan of APEID for the Fourth Programming Cycle 1987-1991. Programme Development Meeting (Bangkok, 28 May-June 2, 1986).
221p. 3mf. L2 ED 294 714

Secondary School Students
Homework: Suggestions for Educators.
11p. 1mf. L1 ED 294 504
Teacher's Guide for Young People's Concerts.
49p. 1mf. L1 ED 294 774

Secondary School Teachers
Is Teaching Also a Moral Craft for Secondary School Teachers? Cognitive and Emotional Processes of Student Teachers in Professional Development During Teacher Education.
35p. 1mf. L1 ED 294 875

Self Actualization
Holistic Curriculum.
140p. mf. L3 ED 294 845
Teen Sexual Behavior. A Leader's Resource of Practical Strategies with Youth.
72p. 1mf. L2 ED 294 868

Self Concept
Communicative Abilities of Disabled and Nondisabled Children.
38p. 1mf. L1 ED 294 385
Creating Humane Climates Outdoors: A People Skills Primer.
104p. 2mf. L1 ED 294 706
Holistic Curriculum.
140p. mf. L3 ED 294 845
Motivation, Attributions, and Approaches to Learning in British and Hungarian Secondary Schools.
23p. 1mf. L1 ED 294 921
PREP. Planning to Realize Educational Potential.
85p. 1mf. L1 ED 294 016
Self-Concept Orientations and Self-Directed Videotape Experiences of Delinquent Males.
22p. 1mf. L1 ED 294 556

Self Description Questionnaire III
Testing for Equivalent Factorial Validity across Academic Track: A Confirmatory Factor Analysis of the Self Description Questionnaire III.
23p. 1mf. L1 ED 294 904

Self Directed Groups
Self-Concept Orientations and Self-Directed Videotape Experiences of Delinquent Males.
22p. 1mf. L1 ED 294 556

Self Esteem
Pleasure of Dynasty: The Weekly Reconstruction of Self-Confidence.
37p. 1mf. L1 ED 294 546
Wilmette District #39 Kindergarten Study. Final Report.
50p. 1mf. L1 ED 294 681

Self Evaluation (Groups)
Guide to Determining the Vital Components Needed for a Realistic Vocational Preparation Program for Severely Disabled Students.
11p. 1mf. L1 ED 294 348
University of Wyoming Centennial Committees. Report to the Trustees, October 1987.
219p. 3mf. L1 ED 294 500

Self Evaluation (Individuals)
Evaluating Teaching Competencies: An Analysis of the Variance Existing in Different Assessments.
117p. 2mf. L1 ED 294 846
New Assertive You.
64p. 1mf. L2 ED 294 394
Preparing for Work: Student Workbook and Teacher Guide.
269p. 3mf. L2 ED 294 395
Testing for Equivalent Factorial Validity across Academic Track: A Confirmatory Factor Analysis of the Self Description Questionnaire III.
23p. 1mf. L1 ED 294 904

Self Evaluation Scale
K-12 Self Studies: Who Needs Them?
14p. 1mf. L1 ED 294 331

Self Social Symbols Tasks
Self-Concept Orientations and Self-Directed Videotape Experiences of Delinquent Males.
22p. 1mf. L1 ED 294 556

Self Statement Modification
Applied Self-Statement Modification and Applied Modified Desensitization in the Treatment of Speech Anxiety: The Synergy Hypothesis.
260p. 3mf. L1 ED 294 252

Self Sufficiency
Discover: An Educational Opportunity for Women in Transition.
80p. 1mf. L2 ED 294 086

Semantic Mapping
Semantic Mapping in the Adult Learning Center.
15p. 1mf. L1 ED 294 150

Semiotics
From Heuristics to Hermeneutics: Aiding Invention in the Undergraduate Literature Class.
12p. 1mf. L1 ED 294 176

Senegal
Reading Habits of Adults in Egypt.
45p. 1mf. L1 ED 294 157

Senior Colleges (Australia)
Combining Quantitative and Qualitative Methods in the Evaluation of an Alternative to Conventional High Schools.
19p. 1mf. L1 ED 294 905

Sentence Combining
Sentence Combining and Organizing Principles.
16p. 1mf. L1 ED 294 170

Sentence Structure
Tutorial Questions in Caretaker Speech.
47p. 1mf. L1 ED 294 461

Sequential Approach
Foreign Language Scope and Sequence.
109p. 2mf. L1 ED 294 454
Sequenced Writing Assignments: What's Been Done and Why?
15p. 1mf. L1 ED 294 20[illegible]

Seven S Framework (Pascale and Athos)
Seven S Framework and Its Use as an Assessment Tool.
17p. 1mf. L1 ED 294 620

Severe Disabilities
Address of Wm. Bradford Reynolds.
11p. 1mf. L1 ED 294 381
Assessing Elements of Teacher-Student Communicative Interactions.
12p. 1mf. L1 ED 294 375
Characteristics of Teacher Communicative Expressions Directed to Students Having Multiple Disabilities.
9p. 1mf. L1 ED 294 376
Comprehensive Analysis of Mississippi Public School Educational Programs for School Age Children and Youth with Severe Handicaps.
25p. 1mf. L1 ED 294 334
Education of Severely and Profoundly Handicapped Children and Youth: Some Issues That Currently Need To Be Resolved.
15p. 1mf. L1 ED 294 390
Forming Cooperative Programs for Mainstreaming Preschool Children with Severe Behavior Disorders: Policy, Programmatic, and Procedural Issues.
76p. 1mf. L1 ED 294 354
Guide to Determining the Vital Components Needed for a Realistic Vocational Preparation Program for Severely Disabled Students.
11p. 1mf. L1 ED 294 348
Social Reciprocity: Early Intervention Emphasis for Young Children with Severe/Profound Handicaps. Working Paper #1. Charlotte Circle Project.
19p. 1mf. L1 ED 294 362

Sex Bias
Cultural Bias in Children's Storybooks: Implications for Education.
22p. 1mf. L1 ED 294 943
Gender Bias in SAT Items.
63p. 1mf. L1 ED 294 915
Preparing Minorities and Women as Researchers: Have We Learned Anything?
7p. 1mf. L1 ED 294 469
Race and Rape: The Black Woman as Legitimate Victim.
36p. 1mf. L1 ED 294 970
Women and the Dichotomy of Literacy: Public/Private Discourse.
15p. 1mf. L1 ED 294 200

Sex Differences
Certech--The Secondary-Tertiary Student Flow 1979-1986; and the Implications for a Changing Economy.
41p. 1mf. L1 ED 294 741
Demographic and Situational Variables Influencing Substance Use among Urban Black Adolescents.
11p. 1mf. L1 ED 294 968
Do Women Profit from the Fact That They Perform the Same Sort of Work as Men?
14p. 1mf. L1 ED 294 087
Effects of Fantasy Context on Children's Learning and Motivation.
10p. 1mf. L1 ED 294 676
Freshmen Sexual Attitudes and Behaviors Over a 15-Year Period. Research Report #20-87.
28p. 1mf. L1 ED 294 121
Gender and Leadership Differences in Smiles in Sorority and Fraternity Pictures.
13p. 1mf. L1 ED 294 277
Gender Differences in Verbal Ability: A Meta-Analysis.
75p. 1mf. L1 ED 294 919
Pardon Me, Can I Talk Now?: A Look at the Roles of Interruptions in Conversation.
29p. 1mf. L1 ED 294 261
Parental Distancing Strategies and Children's Fantasy Play.
20p. 1mf. L1 ED 294 668
Parents' Attitudes toward the Economic Futures of Their Daughters.
30p. 1mf. L1 ED 294 268
Sex Stereotyping in Parents' Perceptions of Newborns.
27p. 1mf. L1 ED 294 665

Sex Discrimination
Preliminary Study of Perceived Discrimination and Prejudices of College Students.
21p. 1mf. L1 ED 294 489

Sex Education
Information on Sexuality for Young People and Their Families.
127p. 2mf. L2 ED 294 407
Teen Sexual Behavior. A Leader's Resource of Practical Strategies with Youth.
72p. 1mf. L2 ED 294 868

Sex Fairness
Women's Initiative Study: Access, Services, and Outcomes for Women with Disabilities in Vocational Rehabilitation.
97p. 2mf. L1 ED 294 000

Sex Role
Gender and Leadership Differences in Smiles in Sorority and Fraternity Pictures.
13p. 1mf. L1 ED 294 277
Parenthood and the Attitudes of Young Adults. A RAND Note.
12p. 1mf. L2 ED 294 688
Parents' Attitudes toward the Economic Futures of Their Daughters.
30p. 1mf. L1 ED 294 268

Sex Stereotypes
Cross-Disciplinary Dialogue on the Effects of Gender Stereotypical Speech Style in a Management Setting.
33p. 1mf. L1 ED 294 272
Parents' Attitudes toward the Economic Futures of Their Daughters.
30p. 1mf. L1 ED 294 268
Placement of Women and Minority Graduates in Educational Administration.
29p. 1mf. L1 ED 294 302
Sex Stereotyping in Parents' Perceptions of Newborns.
27p. 1mf. L1 ED 294 665
Women and Communicative Power: Theory, Research, and Practice.
132p. 2mf. L1 ED 294 263

Sexual Abuse
Be Aware. Be Safe.
38p. 1mf. L1 ED 294 979
Developmental Consequences of Child Abuse. Selected Papers Number 52.
23p. 1mf. L1 ED 294 660
Helping Your Child To Be Safe. English, Chinese, and Vietnamese Languages.
43p. 1mf. L1 ED 294 978
Helping Your Child To Be Safe. English, Cambodian, and Lao Languages.
43p. 1mf. L1 ED 294 977
Listing of Articles, Books, Films, and Activities for Use in Training Programs for Teachers Regarding Child Abuse and Neglect.
24p. 1mf. L1 ED 294 378
Literature Review of Sexual Abuse.
61p. 1mf. L1 ED 294 085

Sexual Identity
Information on Sexuality for Young People and Their Families.
127p. 2mf. L2 ED 294 407

Sexuality
Freshmen Sexual Attitudes and Behaviors Over a 15-Year Period. Research Report #20-87.
28p. 1mf. L1 ED 294 121
Information on Sexuality for Young People and Their Families.
127p. 2mf. L2 ED 294 407
Teen Sexual Behavior. A Leader's Resource of Practical Strategies with Youth.
72p. 1mf. L2 ED 294 868
Use of Services for Family Planning and Infertility, United States, 1982. (Data from the National Survey of Family Growth, Series 23, No. 13).
67p. 1mf. L1 ED 294 115

Shared Library Resources
Automation and Networking for Florida Libraries. 1988-Report 3. Report and Recommendations of the Postsecondary Education Planning Commission.
95p. 1mf. L1 ED 294 577

Shared Resources and Services
PA Industry & Adult Education: A New Partnership. Final Report.
131p. 2mf. L1 ED 293 980

Short Stories
Pleiades. The Journal of the University of Hawai'i Community Colleges. First Edition. February 1988.
87p. 1mf. L1 ED 294 645

Siblings
Siblings as Communication Trainers for Prelinguistic Infants with Down Syndrome.
175p. 2mf. L1 ED 294 356

Sierra Leone
Krio Language Manual. Revised Edition.
238p. 3mf. L1 ED 294 418

Singapore
Teacher Job Satisfaction and Some Associated Variables in Singapore.
36p. 1mf. L1 ED 294 873

Siswati
Siswati Special Skills Handbook. Peace Corps Language Handbook Series.
118p. 2mf. L1 ED 294 413

Situation Comedies
Black Family Imagery and Interactions on Television: A Preliminary Analysis.
21p. 1mf. L1 ED 294 561
Sit-Coms and Single Moms: Feminism and the Politics of TV Family Life.
23p. 1mf. L1 ED 294 536

Skill Development
Communication in the Modern Languages Classroom.
316p. mf. L3 ED 294 435
Essential Skills: Reading Activities.
150p. 2mf. L1 ED 294 148
Essential Skills: Writing Activities.
76p. 1mf. L1 ED 294 227
Meeting the Needs of Learning Disabled Preschoolers: Suggestions for Classroom Activities.
16p. 1mf. L1 ED 294 336
New Assertive You.
64p. 1mf. L2 ED 294 394

Skilled Occupations
Setting Up an Apprenticeship Program. A Step-by-Step Guide in Training Apprentices for Skilled Occupations. Revised.
44p. 1mf. L1 ED 294 042

Slow Learners
Inherent Impact of Non-Promoted Students on Reading Scores in a Big City Elementary School.
14p. 1mf. L1 ED 294 941

Small Businesses
Steps to Starting a Small Business. Student Notebook.
146p. 2mf. L2 ED 294 039
Steps to Starting a Small Business. Teacher Guide. Entrepreneurship Curriculum.
161p. 2mf. L2 ED 294 038

Small Colleges
Small College Faculty Recruitment: Communication Strategies.
18p. 1mf. L1 ED 294 278

Small Group Instruction
Process and Product in Small Group Writing Instruction: A Multivariate Approach.
8p. 1mf. L1 ED 294 233

Small Libraries
Manual for Small Libraries in Alaska.
393p. 5mf. L1 ED 294 583

Small Schools
Rural Education in the Northeast United States.
33p. 1mf. L1 ED 294 708

Smart (David A)
Genius of Passion: Esquire, Coronet and Ken Magazines.
16p. 1mf. L1 ED 294 242

Smiling
Gender and Leadership Differences in Smiles in Sorority and Fraternity Pictures.
13p. 1mf. L1 ED 294 277

Soap Operas
Pleasure of Dynasty: The Weekly Reconstruction of Self-Confidence.
37p. 1mf. L1 ED 294 546

Social Action
Loud Thunder, Small Raindrops: The Reform Movement and the Press in China.
28p. 1mf. L1 ED 294 224

Social Adjustment
Adjustment Experience of Chinese Immigrant Children in New York City.
272p. 3mf. L2 ED 294 966

Social Behavior
Social Nature of Children's Television Viewing.
30p. 1mf. L1 ED 294 533

Social Bias
Preliminary Study of Perceived Discrimination and Prejudices of College Students.
21p. 1mf. L1 ED 294 489

Social Change
New South as Curriculum: Implications for Understanding Southern Race Relations.
15p. 1mf. L1 ED 294 942
Utopian Elements in the Discourse on Broadcasting in the United States in the 1920s.
32p. 1mf. L1 ED 294 524

Social Class
State/Media Relations in Developing Nations: The Case of the Republic of Kenya.
60p. 1mf. L1 ED 294 223

Social Constructionism
Social Constructionism and Collaborative Learning: Recommendations for Teaching Writing.
15p. 1mf. L1 ED 294 201

Social Development
Long-Term Follow-up Study of Children Developmentally Retarded by Early Environmental Deprivation.
10p. 1mf. L1 ED 294 377
Social Reciprocity: Early Intervention Emphasis for Young Children with Severe/Profound Handicaps. Working Paper #1. Charlotte Circle Project.
19p. 1mf. L1 ED 294 362
Students' Interactions--Developmental Framework: The Social Sphere.
46p. 1mf. L1 ED 294 680

Social Differences
Beyond Stereotypes. Who Becomes a Single Teenage Mother?
101p. 2mf. L2 ED 294 975

Social Environment
Connaissance et utilisation des deux langues en milieu partiellement bilingue (Knowledge and Use of Two Languages in a Partially Bilingual Situation).
22p. 1mf. L1 ED 294 459
Parent Stress, Family Functioning and Social Support in Families of Young Handicapped Children.
39p. 1mf. L1 ED 294 335

Social History
Alcoholic Child in the Elementary School.
64p. 1mf. L1 ED 294 692

Social Influences
Television and Its Social Effects in China.
14p. 1mf. L1 ED 294 521

Social Problems
Education and Community Renewal: Assessment of Need in Distressed Communities.
51p. 1mf. L1 ED 294 961
Portrait of Young Adolescents in the 1980's.
28p. 1mf. L2 ED 294 649

Social Responsibility
On the Liberty of Nature and the Nature of Liberty.
6p. 1mf. L1 ED 294 794

Social Science Research
Sex and Intimacy among Infertile Couples.
25p. 1mf. L1 ED 294 820

Social Sciences
L'interdisciplinarite en sciences sociales pour l'etude du contact des langues (Interdisciplinarity in Social Sciences of the Study of the Relationships of Languages). Proceedings of a Colloquium of the International Center for Research on Bilingualism and the Institute for Interethnic and Intercultural Studies and Research (2nd, Quebec City, Quebec, Canada, October 1-5, 1984).
135p. 2mf. L1 ED 294 412

Social Services
Children and Family Breakdown. Report on a WHO Meeting (Kiel, West Germany, December 4-7, 1984). EURO Reports and Studies 101.
64p. 1mf. L2 ED 294 088

Social Studies
Geography Education. Examining the Issue of Geography Education in Our Schools To Get a Better Understanding of What Needs To Be Done To Improve Students' Knowledge about the World. Hearing before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources. United States Senate, One Hundredth Congress, First Session (October 29, 1987).
115p. 2mf. L1 ED 294 803
Missouri in the World: A Resource Guide for Social Studies.
133p. 2mf. L1 ED 294 806
Northwest Ordinance. A Special Issue.
124p. 2mf. L1 ED 294 818
Social Science Curriculum: A Collection of Essays.
66p. 1mf. L1 ED 294 799
Suggested Learner Outcomes: Language Arts, Math, Reading, Science, Social Studies. Grades 1-8. 2nd Edition.
156p. 2mf. L1 ED 294 817

Social Support Groups
Caribbean Life in New York City: Sociocultural Dimensions.
383p. 4mf. L2 ED 294 967
Discharge Policies in Senior Housing.
27p. 1mf. L1 ED 294 103
From Social Movement to Social Organization: Voluntary AIDS Projects in Connecticut.
21p. 1mf. L1 ED 294 812
Marital Problems of Rural/Small City Working Wives: A Study of the Nature and Severity of Marital Problems.
29p. 1mf. L1 ED 294 129

Socialization
First the Look and Then the Sound: Creating Conversations at Circle Time.
44p. 1mf. L1 ED 294 689
Research on Cognitive Effects of Non-Educational TV: An Epistemological Discussion.
55p. 1mf. L1 ED 294 534
Role of Television in the Daily Lives of the Elderly.
41p. 1mf. L1 ED 294 520
Socializing Audiences--or Television? On Theory and Practice of Media Socialization in Yugoslavia.
30p. 1mf. L1 ED 294 547

Society
Shape of Social Rhetoric.
29p. 1mf. L1 ED 294 209

Socioeconomic Background
Background, Education and Work as Predictors of Adult Skills.
42p. 1mf. L1 ED 294 010

Sociolinguistics
L'interdisciplinarite en sciences sociales pour l'etude du contact des langues (Interdisciplinarity in Social Sciences of the Study of the Relationships of Languages). Proceedings of a Colloquium of the International Center for Research on Bilingualism and the Institute for Interethnic and Intercultural Studies and Research (2nd, Quebec City, Quebec, Canada, October 1-5, 1984).
135p. 2mf. L1 ED 294 412
Shape of Social Rhetoric.
29p. 1mf. L1 ED 294 209

Soil Conservation
Natural Resources Education Notebook.
270p. 3mf. L2 ED 294 756

Solomon Islands
Iumi Lanem Pijin. A Basic Course in Solomon Islands Pidgin.
178p. 2mf. L1 ED 294 417

Songs
New York City: Musically Speaking.
16p. 1mf. L1 ED 294 293

South Africa
What Does Problem Solving Contribute to Education for the Gifted? Strategies and Techniques Relating to Attitudes and Behavior.
19p. 1mf. L1 ED 294 372

South Africa (Capetown)
Language Training in Industry with Special Reference to the Cape Town Metropolitan Area (Area 39).
76p. 1mf. L1 ED 294 428

South Korea
Science and Higher Education in Korea.
22p. 1mf. L1 ED 294 501

Space Utilization
Remarks of Governor Ted Schwinden to the International Conference of the Council of Educational Facility Planners (64th, Edmonton, Alberta, October 3, 1987.
9p. 1mf. L1 ED 294 320

Spanish
Aprendemos Espanol. (Let's Learn Spanish).
180p. 2mf. L1 ED 294 429
Espanol para el hispanohablante. Funcion y nocion (Spanish for the Spanish Speaker. Function and Notion).
122p. 2mf. L1 ED 294 432
Getting Started with French or Spanish in the Elementary School: Curriculum for Snanish, Grades 4-7, FLES Approach.
8p. 1mf. L1 ED 294 448

Spanish Speaking
Espanol para el hispanohablante. Funcion y nocion (Spanish for the Spanish Speaker. Function and Notion).
122p. 2mf. L1 ED 294 432
Program for Limited English Speaking Students. Necessity Is the Mother of ESL Programs.
17p. 1mf. L1 ED 294 437

Speaking Writing Relationship
Study of Third and Fifth Grade Students' Oral Language during the Writing Process. Research Bulletin.
26p. 1mf. L2 ED 294 180

Special Education
Canadian Symposium on Special Education Issues. Proceedings. (Toronto, Canada, March 4-5, 1986).
116p. 2mf. L1 ED 294 387
Charter of Rights and Special Education: Blessing or Curse?
32p. 1mf. L1 ED 294 392
Comprehensive Analysis of Mississippi Public School Educational Programs for School Age Children and Youth with Severe Handicaps.
25p. 1mf. L1 ED 294 334
Computers in Special Education: Using Technology To Make Up the Difference.
27p. 1mf. L1 ED 294 393
Future Is Now: Implications for the Development of (Special) Education Leaders.
14p. 1mf. L1 ED 294 391
Implementation of Consultation Strategies To Improve Communication between Special Educators and Teachers, Principals, and Parents at the Elementary Level.
68p. 1mf. L1 ED 294 669
Implementation of the Education of the Handicapped Act Public Law 94-142 . Tenth Annual Report to Congress.
434p. 5mf. L1 ED 294 410
Parent and Teacher Relationships.
10p. 1mf. L2 ED 294 353
Project INTERFACE: Identification of Effective Implementation Strategies for Integrating Microcomputer Instruction into Ongoing Educational Services for the Handicapped. Final Report, 1984-86.
112p. 2mf. L1 ED 294 355
Special Education for Migrant Students.
41p. 1mf. L1 ED 294 703
Special Education: Views from America's Cities.
95p. 1mf. L1 ED 294 364
Transition: New Challenge for Special Education.
13p. 1mf. L1 ED 294 350

Special Education Teachers
Secondary Level Teacher Training Program. June 1, 1984-August 31, 1987.
114p. 2mf. L2 ED 294 366
Special Education Journal Reading Patterns of Senior Level Undergraduate Education Students at the University of Oklahoma, 1973-82.
10p. 1mf. L1 ED 294 168

Special Programs
Models of Effective Migrant Education Programs.
123p. 2mf. L1 ED 294 704

Specialists
Education as a Career.
58p. 1mf. L2 ED 294 848

Specialization
Implications of Non-Specialists Teaching Outside Their Main Subject: A Case Study with Special Reference to the Economics Education 14-16 Project. Research Papers in Economics Education #12.
31p. 1mf. L1 ED 294 781
Provisional Program Guidelines for Foreign Language Teacher Education.
14p. 1mf. L1 ED 294 463

Speech Communication
Dimensions of Talk in Peer Groups: Negotiating Control in Writing Group Conversation.
15p. 1mf. L1 ED 294 232
Listening in Australia: Lessons from Down Under.
16p. 1mf. L1 ED 294 255
Shape of Social Rhetoric.
29p. 1mf. L1 ED 294 209
Small College Faculty Recruitment: Communication Strategies.
18p. 1mf. L1 ED 294 278
Women and Communicative Power: Theory, Research, and Practice.
132p. 2mf. L1 ED 294 263

Speech Curriculum
Language Arts.
46p. 1mf. L1 ED 294 186

Speech Skills
Background, Education and Work as Predictors of Adult Skills.
42p. 1mf. L1 ED 294 010

Speech Therapy
Current Issues in Language Disorders.
31p. 1mf. L1 ED 294 384

Spelling
Spelling for Reading and Writing: Guidelines and Activities.
107p. 2mf. L1 ED 294 167

Spelling Instruction
Spelling for Reading and Writing: Guidelines and Activities.
107p. 2mf. L1 ED 294 167

Sponsors
Head to Head That Had to Happen: A Case Study of Television Sport and Entrepreneurship.
42p. 1mf. L1 ED 294 554

Spouses
"Unidentified Patient" in Home Health Care.
17p. 1mf. L1 ED 294 075
Retirement Equity Act, Survivor Benefits Protections, and Public Employee Retirement Systems.
27p. 1mf. L2 ED 294 126

Staff Development
Factors to Consider in Planning Effective Staff Development Programs. Occasional Paper No. 17.
29p. 1mf. L1 ED 294 839
In Search of Academic Excellence: Samples of Experience.
25p. 1mf. L1 ED 294 467
Instructional Design Model for Developing a Computer Curriculum To Increase Employee Productivity in a Pharmaceutical Company.
46p. 1mf. L1 ED 294 565
Perceptions of Professors and Practitioners Concerning the Practices Which Define the RPTIM Model for Staff Development. Occasional Paper No. 15.
31p. 1mf. L1 ED 294 837
Staff Development for School Change: Growing into Schools of the Future.
22p. 1mf. L1 ED 294 865
What's So Hard about Staff Development? A Study in Face-to-Face Interaction. Occasional Paper No. 14.
18p. 1mf. L1 ED 294 836

Standardized Tests
Accountability and Assessment in American Higher Education: Two Case Studies.
30p. 1mf. L1 ED 294 895
Content Analysis of the DMI Mathematics Systems Instructional Objectives Inventory according to the 1985-86 National Assessment of Educational Progress Content by Process Matrix for Mathematics.
35p. 1mf. L1 ED 294 930

Standards
Code of Practice for Scientific Diving: Principles for the Safe Practice of Scientific Diving in Different Environments. Unesco Technical Papers in Marine Science 53.
290p. 4mf. L2 ED 294 769
Quality in Continuing Education: Principles, Practices, and Standards for Colleges and Universities. Jossey-Bass Higher Education Series.
195p. mf. L3 ED 294 499

State Aid
Early Childhood Education: The Status of State Involvement.
16p. 1mf. L2 ED 294 691
Report by the Board of Regents to the Governor and the Legislature on the Aid for Part-Time Study Program: 1987. The Third Year.
19p. 1mf. L1 ED 294 505

State Boards of Education
Instruction from a Distance.
24p. 1mf. L1 ED 294 327

State Church Separation
Legal Issues Affecting Faculty and Administration in Higher Education.
20p. 1mf. L1 ED 294 466
Wall of Separation: Two Hundred Years of Mr. Jefferson's Idea. The Expansion of Religious Freedom in the United States.
50p. 1mf. L1 ED 294 773

State Curriculum Guides
English Skills III: Course No. 1001360. Parallel Alternative Strategies for Students.
450p. 5mf. L1 ED 294 246

State Federal Aid
Food Stamp Program: Participation by AFDC Households. Briefing Report to Congressional Requesters.
37p. 1mf. L1 ED 294 980

State Government
Children's Agenda, 1988.
24p. 1mf. L1 ED 294 677
Early Childhood Education: The Status of State Involvement.
16p. 1mf. L2 ED 294 691
Resources for Teaching Virginia Government.
515p. 6mf. L2 ED 294 788
School-Sanctioned Community Service. The State Perspective.
158p. 2mf. L2 ED 293 977
Using JTPA Performance Standards as a State Policy Tool.
21p. 1mf. L2 ED 294 058

State History
Civil War and Iowa.
33p. 1mf. L1 ED 294 787

State Legislation
Abreast of the Lawmakers: State Level Public Policy Affecting Community College Education, Input 1984. A Report to the National Council of State Directors of Community and Junior Colleges (NCSDCJC).
51p. 1mf. L1 ED 294 638
Abuses in Guardianship of the Elderly and Infirm: A National Disgrace. A Report by the Chairman of the Subcommittee on Health and Long-Term Care of the Select Committee on Aging. House of Representatives, One Hundredth Congress, First Session.
95p. 1mf. L1 ED 294 080
State Legislation and State Level Public Policy Affecting Community, Junior, and Two-Year Technical College Education, 1985. A Report to the National Council of State Directors of Community and Junior Colleges (NCSDCJC).
47p. 1mf. L1 ED 294 639
Teen-Age Pregnancies: Can We Afford Not To Prevent Them?
14p. 1mf. L2 ED 294 098

State Licensing Boards
Measures of Public Service: The Past Decade (1977-1986).
21p. 1mf. L1 ED 294 475

State Programs
Drug Abuse Prevention: Further Efforts Needed To Identify Programs That Work. Report to the Select Committee on Narcotics Abuse and Control, House of Representatives.
64p. 1mf. L1 ED 294 116
Early Childhood Education: The Status of State Involvement.
16p. 1mf. L2 ED 294 691
Industrial Rehabilitation in the Public Sector: The Ohio Experience.
15p. 1mf. L1 ED 294 110
Local Assessment Responses to a State-Mandated Minimum-Competency Testing Program: Benefits and Drawbacks.
31p. 1mf. L1 ED 294 892
Making America Work. Productive People, Productive Policies.
38p. 1mf. L2 ED 293 978
Maryland Accountability Testing Program Annual Report. School Year 1985-1986.
134p. 2mf. L1 ED 294 884
Retirement Equity Act, Survivor Benefits Protections, and Public Employee Retirement Systems.
27p. 1mf. L2 ED 294 126
Teen-Age Pregnancies: Can We Afford Not To Prevent Them?
14p. 1mf. L2 ED 294 098

State Regulation
New Guide to Utility Ratemaking.
25p. 1mf. L2 ED 294 827

State School District Relationship
Educational Reform: Making the Best Choices for North Carolina. Summary of Proceedings. (Greensboro, North Carolina, May 21-22, 1987).
58p. 1mf. L1 ED 294 304
Instruction from a Distance.
24p. 1mf. L1 ED 294 327
Teacher Evaluation Practices in Our Largest School Districts: Are They Measuring Up to "State-of-the-Art" Systems?
39p. 1mf. L1 ED 294 316
Uniform Budget Manual, North Carolina Public Schools.
62p. 1mf. L1 ED 294 307

State Standards
Foreign Language Model Curriculum Standards, Grades Nine Through Twelve. First Edition.
29p. 1mf. L2 ED 294 462
State Graduation Policies and Program Practices Related to High School Special Education Programs: A National Study.
64p. 1mf. L1 ED 294 347
Uniform Budget Manual, North Carolina Public Schools.
62p. 1mf. L1 ED 294 307

State Surveys
New Mexico High School Proficiency Examination (NMHSPE), 1985-86. District Report.
46p. 1mf. L1 ED 294 883

State Universities
Instructional Locations Away from the Main Campus, Fall 1987. State University of New York. Report No. 16-88.
138p. 2mf. L1 ED 294 491
Planning the Future: Report of the Regents on the Future of The University of Wisconsin System.
61p. 1mf. L1 ED 294 483
Trends in Tuition and Other Basic Student Charges, 1963-64 through 1987-88 with Typical Student Costs, 1980-81 through 1987-88. State University of New York. Report No. 19-88.
159p. 2mf. L1 ED 294 492
University of Wyoming Centennial Committees. Report to the Trustees, October 1987.
219p. 3mf. L1 ED 294 500

State University of New York
Instructional Locations Away from the Main Campus, Fall 1987. State University of New York. Report No. 16-88.
138p. 2mf. L1 ED 294 491
Trends in Tuition and Other Basic Student Charges, 1963-64 through 1987-88 with Typical Student Costs, 1980-81 through 1987-88. State University of New York. Report No. 19-88.
159p. 2mf. L1 ED 294 492

Statewide Planning
Automation and Networking for Florida Libraries. 1988-Report 3. Report and Recommendations of the Postsecondary Education Planning Commission.
95p. 1mf. L1 ED 294 577
Conference on English and Mathematics. Proceedings (October 21-23, 1987, Napa, California).
67p. 1mf. L1 ED 294 615
Educational Reform: Making the Best Choices for North Carolina. Summary of Proceedings. (Greensboro, North Carolina, May 21-22, 1987).
58p. 1mf. L1 ED 294 304
From Craftsperson to Teacher: A Planning Document for a Vocational Teacher Development System in Maine.
29p. 1mf. L1 ED 294 015
Issues for Active State Management of the JTPA Title III Grant: A Guide for State Planners and Managers.
122p. 2mf. L1 ED 294 054
Perceived Importance of Future Characteristics of Postsecondary Vocational Education Curriculum among Key Decision-Making Groups.
20p. 1mf. L1 ED 294 008
School-Sanctioned Community Service. The State Perspective.
158p. 2mf. L2 ED 293 977
Texas College & University System Coordinating Board Articulation Workshop Report.
22p. 1mf. L1 ED 294 631

Statistical Analysis
Connaissance et utilisation des deux langues en milieu partiellement bilingue (Knowledge and Use of Two Languages in a Partially Bilingual Situation).
22p. 1mf. L1 ED 294 459
Fundamental Theorem of Prevision. Technical Report No. 506. November 1987.
45p. 1mf. L1 ED 294 880
Local Predictive Influence. Technical Report No. 503. November 1987.
17p. 1mf. L1 ED 294 881
Retention Data Collection: Problems, Uses, and Suggested Methodology.
7p. 1mf. L1 ED 294 493
Sourcebook of Arts Statistics: 1987.
816p. 9mf. L1 ED 294 828
Survey Research: What Works for the Institutional Researcher. Institutional Research Information Series No. 1.
102p. 2mf. L1 ED 294 497

Statistical Bias
Practical Realization of the Standard Error of the Mantel-Haenszel Statistic.
31p. 1mf. L1 ED 294 917
Standard Errors of Correlations Adjusted for Incidental Selection.
22p. 1mf. L1 ED 294 929

Statistical Data
School Enrollment--Social and Economic Characteristics of Students: October 1985 and 1984. Current Population Reports: Population Characteristics.
151p. 2mf. L1 ED 294 963
Science & Engineering Indicators--1987.
382p. 4mf. L1 ED 294 746

Statistical Distributions
Understanding Population Projections.
49p. 1mf. L1 ED 294 789

Stereotypes
Cultural Bias in Children's Storybooks: Implications for Education.
22p. 1mf. L1 ED 294 943
Representation of Blacks on British Television Drama, 1984.
65p. 1mf. L1 ED 294 523

Story Reading
Beyond the ABC: Toward a Rhetoric of Children's Literature and Reading.
19p. 1mf. L1 ED 294 154
Using Literature To Teach in All Curriculum Areas K-3.
69p. 1mf. L1 ED 294 694

Strategic Defense Initiative
Soviet SDI Rhetoric: The "Evil Empire" Vision of Mikhail Gorbachev.
32p. 1mf. L1 ED 294 273
Strategy of Defense: A Critical Examination of Global Conflict. A Secondary Level Curriculum for Social Studies.
213p. 3mf. L2 ED 294 776

Strategic Planning
Strategic Planning and Leadership in Continuing Education: Enhancing Organizational Vitality, Responsiveness, and Identity. Jossey-Bass Higher Education Series.
247p. mf. L3 ED 294 498

Stress (Phonology)
Perception of Final Lengthening.
13p. 1mf. L1 ED 294 434

Stress Management
Impact Evaluation of a Rural Southern Illinois Community Health Education Geriatric Care Staff-Training Program. Revised .
13p. 1mf. L1 ED 294 070

Stress Variables
"Unidentified Patient" in Home Health Care.
17p. 1mf. L1 ED 294 075
Adopted Adolescent. Selected Papers Number 55.
11p. 1mf. L1 ED 294 662
Hothousing Young Children: Implications for Early Childhood Policy and Practice.
3p. 1mf. L1 ED 294 653
Impact of a Military Air Disaster on the Health of Family Assistance Workers.
27p. 1mf. L1 ED 294 067
Occupational Stress, Health, and General Well Being among Soldiers.
23p. 1mf. L1 ED 294 066
Parent Stress, Family Functioning and Social Support in Families of Young Handicapped Children.
39p. 1mf. L1 ED 294 335
Psychological Issues in the Recovery of an Army Unit after Traumatic Loss.
22p. 1mf. L1 ED 294 068
Waiting to Move: Stress, Coping and the Meaning of Home in Anticipation of Relocation.
17p. 1mf. L1 ED 294 074

Strikes
Time Out: The Viewing Experience and Reactions to the 1987 NFL Players' Strike.
26p. 1mf. L1 ED 294 265

Structure of Intellect
Brain Research: The Necessity for Separating Sites, Actions and Functions.
9p. 1mf. L1 ED 294 374

Student Alienation
Alienation and Commitment of Students and Teachers in Urban High Schools.
36p. 1mf. L1 ED 294 959

Student Attitudes
AACTE RATE Project A National Study of Teacher Preparation. Year Two: Foundations Courses. Preliminary Findings from "Program" Data.
19p. 1mf. L1 ED 294 869
Advising at UC Davis: A Report of Student Opinions.
23p. 1mf. L1 ED 294 490
Attitudes of Middle School Students toward Low-Structure and High-Structure Content Journals.
11p. 1mf. L1 ED 294 236
Becoming a Woman: Considerations in Educating Adolescents about Menstruation. Revised 1988. Working Paper No. 169.
30p. 1mf. L2 ED 294 860
Effect of Animal Dissections on Student Acquisition of Knowledge of and Attitudes toward the Animals Dissected.
20p. 1mf. L1 ED 294 749
Effect of Parent Involvement in Classroom Activities on Parents' and Children's Attitude toward School.
13p. 1mf. L1 ED 294 667
Estimates of Preventability and Their Relation to Health Behavior.
23p. 1mf. L1 ED 294 069
Explanation of the Beliefs, Values, and Attitudes of Black Students in Fairfax County.
56p. 1mf. L1 ED 294 958
Follow-up Study of Selected Graduates from the College of Education University of Central Florida: Final Report (#85-2).
68p. 1mf. L1 ED 294 832
Freshmen Sexual Attitudes and Behaviors Over a 15-Year Period. Research Report #20-87.
28p. 1mf. L1 ED 294 121
Improving Students' Writing Attitudes: The Effects of the Writing Center.
12p. 1mf. L1 ED 294 183
Improving the Attitudes of Primary Teachers and Students towards Science by Using a Hands-On Approach.
84p. 1mf. L2 ED 294 729
Local Assessment Responses to a State-Mandated Minimum-Competency Testing Program: Benefits and Drawbacks.
31p. 1mf. L1 ED 294 892
National Surveys of Successful Teachers of Writing and Their Students: The United Kingdom and the United States. Technical Report No. 14.
53p. 1mf. L1 ED 294 244
Preliminary Study of Perceived Discrimination and Prejudices of College Students.
21p. 1mf. L1 ED 294 489
Pupil Control Ideology and Behavior and the Quality of School Life.
29p. 1mf. L1 ED 294 938
Student Perceptions of Vocational Education.
12p. 1mf. L1 ED 294 036
Study of Cooperative Learning in Mathematics, Writing and Reading as Implemented in Third, Fourth and Fifth Grade Classes: A Focus upon Achievement, Attitudes and Self-Esteem for Males, Females, Blacks, Hispanics and Anglos.
64p. 1mf. L1 ED 294 926
Using Vocabulary Acquisition To Improve the Performance in Reading and Attitude of Students in Second Grade.
130p. 2mf. L1 ED 294 670
Window on the Workplace? Pupils' and Employers' Views of a Work Experience Scheme.
62p. 1mf. L2 ED 294 037

Student Behavior
Freshmen Sexual Attitudes and Behaviors Over a 15-Year Period. Research Report #20-87.
28p. 1mf. L1 ED 294 121

Student Characteristics
Art Education in American Community Colleges. Final Report.
136p. 2mf. L1 ED 294 640
Condition of Education. Postsecondary Education, 1988. Volume 2.
122p. 2mf. L1 ED 294 333
Correlates of Elementary School Retention: A Case Study. Report #537.
9p. 1mf. L1 ED 294 675
Differing Policy Implications of Alternate Multiple Regressions Using the Same Set of Student Background Variables to Predict Academic Achievement.
15p. 1mf. L1 ED 294 902
Exceptionally Gifted Children's Personality Dispositions, and Their Relationship to Parental Personality and the Family Environment.
16p. 1mf. L1 ED 294 337
Recruitment and Induction of "Quality" Students Into Teacher Education: A Case Study.
41p. 1mf. L1 ED 294 843
School Enrollment--Social and Economic Characteristics of Students: October 1985 and 1984. Current Population Reports: Population Characteristics.
151p. 2mf. L1 ED 294 963

Student Costs
Institutional Characteristics of Colleges and Universities. Higher Education General Information Survey (HEGIS) machine-readable data file .
93p. 1mf. L3 ED 294 515
Trends in Tuition and Other Basic Student Charges, 1963-64 through 1987-88 with Typical Student Costs, 1980-81 through 1987-88. State University of New York. Report No. 19-88.
159p. 2mf. L1 ED 294 492

Student Developed Materials
"We the People": Judge William Wayne Justice and Other East Texans on the Constitution.
85p. 1mf. L1 ED 294 791

Student Development
New Hampshire Comprehensive Guidance and Counseling Program: A Guide to an Approved Model for Program Development.
153p. 2mf. L2 ED 294 122
Student Outcomes Assessment Survey 1987-88.
31p. 1mf. L1 ED 294 487

Student Evaluation
Assessing Reading Skills in an F.E. College.
7p. 1mf. L1 ED 294 061
Assessment: Fad or Fact of Life? Proceedings of the North East Association for Institutional Research Annual Conference (14th, Rochester, New York, October 25-27, 1987).
294p. 4mf. L1 ED 294 494
Documenting Mastery: An Inservice Presentation. Publication #CU7-370-02.
216p. 3mf. L1 ED 294 886
Education of Behaviorally Handicapped Students in Maine.
87p. 1mf. L1 ED 294 346
Grading-Credit-Diploma: Accommodation Practices for Students with Mild Disabilities.
58p. 1mf. L1 ED 294 403
Issues and Dilemmas in Early Childhood Teacher Education.
37p. 1mf. L1 ED 294 690
Teaching/Learning Laboratory: A Vehicle for Research, Development and Training in Teacher Education. The Application of Microteaching Methodologies to the Training of Teachers to Conduct Oral Assessments.
41p. 1mf. L1 ED 294 910

Student Evaluation of Teacher Performance
Comparative Study To Determine the Effectiveness of Adjunct Faculty in the Business Division at Fayetteville Technical Institute.
115p. 2mf. L1 ED 294 622

Student Exchange Programs
AFS Orientation Handbook: Volume V.
103p. 2mf. L2 ED 294 793
How a Small/Rural College May Start and Sustain an International Program.
7p. 1mf. L1 ED 294 643

Student Financial Aid
Guaranteed Student Loan Program: Current Status, Background, and Issues. CRS Report for Congress, 87-815 EPW.
41p. 1mf. L1 ED 294 484
Report by the Board of Regents to the Governor and the Legislature on the Aid for Part-Time Study Program: 1987. The Third Year.
19p. 1mf. L1 ED 294 505
Use of Financial Aid To Attract Talented Students to Teaching: Lessons from Other Fields. Report for the California Commission on the Teaching Profession.
60p. 1mf. L1 ED 294 849

Student Information Management System
Student Information Management System (SIMS). The SIMS School System Conversion Manual. Revised: May 1, 1987.
130p. 2mf. L1 ED 294 310

Student Loan Programs
Guaranteed Student Loan Program: Current Status, Background, and Issues. CRS Report for Congress, 87-815 EPW.
41p. 1mf. L1 ED 294 484

Student Motivation
Effects of Fantasy Context on Children's Learning and Motivation.
10p. 1mf. L1 ED 294 676
Effects of Group Creativity Training on Teachers' Empathy and Interactions with Students.
22p. 1mf. L1 ED 294 858
Improving Self-Directed Learning in the Phoenix Air Guard.
120p. 2mf. L1 ED 294 035
Manual for the 3 Rs: Reading, Reflecting and Reacting. Instructional Model.
77p. 1mf. L1 ED 294 159

Student Needs
Special Education for Migrant Students.
41p. 1mf. L1 ED 294 703

Student Participation
Cooperative Education.
20p. 1mf. L2 ED 293 998
Introductory Psychology Class: What Students Want To Know.
15p. 1mf. L1 ED 294 495
School-Sanctioned Community Service. The State Perspective.
158p. 2mf. L2 ED 293 977

Student Personnel Services
Post-Secondary Programmes and Services for Exceptional Persons: North American Trends.
14p. 1mf. L1 ED 294 389

Student Placement
Computerized Placement Testing and Academic Placement.
14p. 1mf. L1 ED 294 618
Education for Employment Initiatives/Cities-in-Schools Program.
14p. 1mf. L1 ED 294 005
Education of Behaviorally Handicapped Students in Maine.
87p. 1mf. L1 ED 294 346
MAA Placement Test Newsletter. 1978-87.
148p. 2mf. L1 ED 294 743
Maintaining Children in the Least Restrictive Environment: Bias in the Decision Making Process of Special Education Placement Teams.
122p. 2mf. L1 ED 294 339
Minority Issues in Special Education: A Portrait of the Future. News Digest #9.
9p. 1mf. L1 ED 294 371
Problems with Placements: What They Reveal about Writing Skills Internships.
16p. 1mf. L1 ED 294 231
What Counts in Elementary Mathematical Evaluation?
19p. 1mf. L1 ED 294 759

Student Problems
Reaching Marginal Students: A Primary Concern for School Renewal.
165p. mf. L3 ED 294 306

Student Projects
Projects To Enrich School Mathematics. Level 2.
93p. mf. L3 ED 294 709
Projects To Enrich School Mathematics. Level 3.
126p. mf. L3 ED 294 710

Student Promotion
Inherent Impact of Non-Promoted Students on Reading Scores in a Big City Elementary School.
14p. 1mf. L1 ED 294 941
Promotion and Retention Policy Implementation Study No. 463.
43p. 1mf. L1 ED 294 982

Student Publications
Professors Can Be Friends of a Free Press Too.
23p. 1mf. L1 ED 294 177
Using the Outdoors To Teach Language Arts.
96p. 1mf. L1 ED 294 705

Student Reaction
Parental Perceptions and Practices Regarding Kindergarten Retention.
16p. 1mf. L2 ED 294 686

Student Records
Student Information Management System (SIMS). The SIMS School System Conversion Manual. Revised: May 1, 1987.
130p. 2mf. L1 ED 294 310

Student Recruitment
Enrollment Management: A Key to Student Success.
38p. 1mf. L1 ED 294 636

(Continued)

Student Recruitment (Continued)
Presenting California State University Admission Requirements to Tenth Grade Students: A Pilot Project. 12p. 1mf. L1 ED 294 481
Recruitment and Induction of "Quality" Students Into Teacher Education: A Case Study. 41p. 1mf. L1 ED 294 843
Status of Teacher Education in Pennsylvania, 1987. 59p. 1mf. L1 ED 294 834
Use of Financial Aid To Attract Talented Students to Teaching: Lessons from Other Fields. Report for the California Commission on the Teaching Profession. 60p. 1mf. L1 ED 294 849

Student Research
Projects To Enrich School Mathematics. Level 2. 93p. mf. L3 ED 294 709
Projects To Enrich School Mathematics. Level 3. 126p. mf. L3 ED 294 710

Student Responsibility
Boredom and the Pedagogy of Responsibility. 8p. 1mf. L1 ED 294 291

Student School Relationship
Reaching Marginal Students: A Primary Concern for School Renewal. 165p. mf. L3 ED 294 306

Student Teacher Evaluation
Evaluating Teaching Competencies: An Analysis of the Variance Existing in Different Assessments. 117p. 2mf. L1 ED 294 846

Student Teacher Supervisors
Some Promising Endeavors in School-Univerity Collaboration: Collaborative Research and Collaborative Supervision in the University of New Hampshire Five-Year Program. 11p. 1mf. L1 ED 294 835

Student Teachers
Is Teaching Also a Moral Craft for Secondary School Teachers? Cognitive and Emotional Processes of Student Teachers in Professional Development During Teacher Education. 35p. 1mf. L1 ED 294 875
Student Achievement and Teaching Performance Ratings Using a State-Wide Teaching Rating Scale: A Case of Science Teaching in the Elementary School. 16p. 1mf. L1 ED 294 894

Student Teaching
Reading Clinic. 49p. 1mf. L1 ED 294 142
Teacher Values and the Construction of Curriculum. 20p. 1mf. L1 ED 294 844

Study Abroad
How a Small/Rural College May Start and Sustain an International Program. 7p. 1mf. L1 ED 294 643

Study Guides
Successful Learning: Strategies for College and University Students. 138p. 2mf. L1 ED 294 102

Study Habits
Helping Your Child Learn at School: How Parents Support Good Study Habits in the Home. 15p. 1mf. L1 ED 294 651

Study Skills
Successful Learning: Strategies for College and University Students. 138p. 2mf. L1 ED 294 102

Substance Abuse
Assessment and Treatment of Persons with Concurrent Substance Abuse and Other Psychopathology: The Importance of Problem Interactions. 47p. 1mf. L1 ED 294 123

Subtraction
Children's Misconceptions about the Multidigit Subtraction Algorithm. 10p. 1mf. L1 ED 294 766

Success
Success Stories 1978-1988. The Past & Present. Tenth Anniversary Celebration. 50p. 1mf. L1 ED 293 985

Suggestopedia
Per Linguam: A Journal of Language Learning, Vol. 1-3, 1985-1987. 365p. 4mf. L1 ED 294 426

Suicide
Depression and Suicide in Childhood. January 1983 through April 1987. National Library of Medicine Literature Search No. 87-5. 18p. 1mf. L1 ED 294 097

Summer Programs
Compendium of JTPA and Related Evaluation Studies. 189p. 2mf. L1 ED 294 048

Superintendents
What Can Superintendents and Board Members Do To Help Each Other Be Successful? 19p. 1mf. L1 ED 294 312

Supervisors
Supervisors' Role and the Use of Failure in Guatemala's Schools. 15p. 1mf. L1 ED 294 315

Supervisory Methods
Some Promising Endeavors in School-Univerity Collaboration: Collaborative Research and Collaborative Supervision in the University of New Hampshire Five-Year Program. 11p. 1mf. L1 ED 294 835

Supplemental Security Income Program
Increasing the Awareness of Middle School Developmentally Delayed Students, Parents, and Educators Concerning Supplemental Security Income. 88p. 1mf. L1 ED 294 382

Supply and Demand
Examination and Review of the Collection Development Policies and Procedures of the Mesa College Library. 141p. 2mf. L1 ED 294 581

Supported Work Programs
ESC-20 Community-Based Services Work Adjustment Program; Community-Based Work Training Curriculum. 33p. 1mf. L1 ED 294 349
Job Coaching in Supported Work Programs. 164p. 2mf. L1 ED 294 050

Supreme Court
Freedom of Expression and Government Employees: A Traditional Point of View. 31p. 1mf. L1 ED 294 280

Surveys
Comprehensive Analysis of Mississippi Public School Educational Programs for School Age Children and Youth with Severe Handicaps. 25p. 1mf. L1 ED 294 334
Perceptions of Research Scientists and Science Educators Regarding Science Education: Call for Synergy. 23p. 1mf. L1 ED 294 737
Survey Research: What Works for the Institutional Researcher. Institutional Research Information Series No. 1. 102p. 2mf. L1 ED 294 497
U.S. Scientists and Engineers: 1982, Volume 2. Surveys of Science Resources Series. 111p. 2mf. L1 ED 294 767

Susu
Susu Language Manual: Sierra Leone. 69p. 1mf. L1 ED 294 421

Sweden
Background, Education and Work as Predictors of Adult Skills. 42p. 1mf. L1 ED 294 010
Cross-Cultural Study of Parents' Perceptions of Early Childhood Programs. 41p. 1mf. L1 ED 294 695
Living in Two Cultures Seminar (Hanaholmen, Helsinki, Finland, April 7-9, 1986). The CDCC's Project No. 7: "The Education and Cultural Development of Migrants." 23p. 1mf. L1 ED 294 439

Symbolism
Bilingual Education: Symbolic Meaning and Support among Non-Hispanics. 95p. 1mf. L1 ED 294 464

Symptoms
Developmental Consequences of Child Abuse. Selected Papers Number 52. 23p. 1mf. L1 ED 294 660

Systems Approach
From Craftsperson to Teacher: A Planning Document for a Vocational Teacher Development System in Maine. 29p. 1mf. L1 ED 294 015

Talent Identification
What Does Problem Solving Contribute to Education for the Gifted? Strategies and Techniques Relating to Attitudes and Behavior. 19p. 1mf. L1 ED 294 372

Tanzania (Dar Es Salaam)
National Policies towards Broadcasting in Tanzania. 33p. 1mf. L1 ED 294 543

Tarrant County Junior College TX
Second Language Acquisition by Children: A Review of Twelve Years at Tarrant County Junior College. 10p. 1mf. L1 ED 294 445

Teacher Administrator Relationship
Analysis of Washington State Policy for School Administrator Evaluation by Certified Subordinates. 37p. 1mf. L1 ED 294 908

Teacher Aide Evaluation
Impact of Composition Aides on Writing in the District of Columbia Public Schools: The First Six Months. 18p. 1mf. L1 ED 294 173

Teacher Aides
Impact of Composition Aides on Writing in the District of Columbia Public Schools: The First Six Months. 18p. 1mf. L1 ED 294 173

Teacher Alienation
Alienation and Commitment of Students and Teachers in Urban High Schools. 36p. 1mf. L1 ED 294 959

Teacher Attitudes
AACTE RATE Project A National Study of Teacher Preparation. Year Two: Foundations Courses. Preliminary Findings from "Program" Data. 19p. 1mf. L1 ED 294 869
Collaboration as Community: Outcomes of Conducting Research on One's Colleagues. 8p. 1mf. L1 ED 294 212
Dialect Differences: Do They Interfere? 14p. 1mf. L1 ED 294 240
Effects of the Learning Disability Label, Quality of Writing Performance, and Examiner's Level of Expertise on the Evaluation of Written Products. 26p. 1mf. L1 ED 294 351
Factors to Consider in Planning Effective Staff Development Programs. Occasional Paper No. 17. 29p. 1mf. L1 ED 294 839
Faculty Who Teach Collegiate Courses. 13p. 1mf. L1 ED 294 635
Instructional Uses of Computers at the University of Washington. 24p. 1mf. L1 ED 294 571
Local Assessment Responses to a State-Mandated Minimum-Competency Testing Program: Benefits and Drawbacks. 31p. 1mf. L1 ED 294 892
Music Faculty and the Achievement of Status in the University Environment. 13p. 1mf. L1 ED 294 476
National Surveys of Successful Teachers of Writing and Their Students: The United Kingdom and the United States. Technical Report No. 14. 53p. 1mf. L1 ED 294 244
Parent and Teacher Relationships. 10p. 1mf. L2 ED 294 353
Poor Families and Schools: An Exploratory Study of the Perspectives of Low-Income Parents and Teachers in Boston, Liverpool, and Portugal. 10p. 1mf. L1 ED 294 939
Preservice Secondary Mathematics Teachers' Constructs of Mathematics and Mathematics Teaching. 47p. 1mf. L1 ED 294 761
Study To Determine Parents' and Teachers' Perceptions of the Effectiveness of Public School Principals in the Upper Cumberland Development District of Tennessee. 21p. 1mf. L1 ED 294 322
Teacher Job Satisfaction and Some Associated Variables in Singapore. 36p. 1mf. L1 ED 294 873
Teacher Perceptions of PET with Special Emphasis on Coaching. 57p. 1mf. L1 ED 294 876
Teachers Learning from Experiences of Teaching: Analyses Based on Metaphor and Reflection. 18p. 1mf. L1 ED 294 859
Teaching and Being: Connecting Teachers' Accounts of Their Lives with Classroom Practice. 27p. 1mf. L1 ED 294 841
What's So Hard about Staff Development? A Study in Face-to-Face Interaction. Occasional Paper No. 14. 18p. 1mf. L1 ED 294 836

Teacher Background
Education Professoriate: Introductory Foundations Faculty, 1987 RATE Data. 45p. 1mf. L1 ED 294 871
Investigating Teachers' Knowledge through Ethnographic and Biographical Approaches: A Case Study. 30p. 1mf. L1 ED 294 874
Teaching and Being: Connecting Teachers' Accounts of Their Lives with Classroom Practice. 27p. 1mf. L1 ED 294 841

Teacher Behavior
Developmental Approach to Kindergarten: Profile of an Expert Teacher. 34p. 1mf. L1 ED 294 679
Effects of Group Creativity Training on Teachers' Empathy and Interactions with Students. 22p. 1mf. L1 ED 294 858
Knowledge Which Underpins the Craft of Teaching. 17p. 1mf. L1 ED 294 872
Psychological Abuse in the Schools: An Overview. 22p. 1mf. L1 ED 294 328
Psychological Trauma in the Schools: A Retrospective Study. 18p. 1mf. L1 ED 294 329

Teacher Certification
Bias Review Methods for a Teacher Certification Testing Program. 32p. 1mf. L1 ED 294 906

Teacher Characteristics
Developmental Approach to Kindergarten: Profile of an Expert Teacher. 34p. 1mf. L1 ED 294 679
Education Professoriate: Introductory Foundations Faculty, 1987 RATE Data. 45p. 1mf. L1 ED 294 871
Faculty Who Teach Collegiate Courses. 13p. 1mf. L1 ED 294 635
Preservice Secondary Mathematics Teachers' Constructs of Mathematics and Mathematics Teaching. 47p. 1mf. L1 ED 294 761
Status of Teacher Education in Pennsylvania, 1987. 59p. 1mf. L1 ED 294 834
Teacher Job Satisfaction and Some Associated Variables in Singapore. 36p. 1mf. L1 ED 294 873

Teacher Corps
Holmes Group and Carnegie Reports: Teacher Corps Rediscovered? 11p. 1mf. L1 ED 294 855

Teacher Education
Business Teacher Education Curriculum Guide. Criteria for Excellence. Designed for the Preparation of Business Teachers at All Levels of Instruction. 89p. 1mf. L2 ED 294 063
China: Issues and Prospects in Education. Annex 1 to China, Long-Term Development Issues and Options. A World Bank Country Study. 99p. 2mf. L2 ED 294 830
From Craftsperson to Teacher: A Planning Document for a Vocational Teacher Development System in Maine. 29p. 1mf. L1 ED 294 015
Increasing the Awareness of Middle School Developmentally Delayed Students, Parents, and Educators Concerning Supplemental Security Income. 88p. 1mf. L1 ED 294 382
Listing of Articles, Books, Films, and Activities for Use in Training Programs for Teachers Regarding Child Abuse and Neglect. 24p. 1mf. L1 ED 294 378
Living in Two Cultures Seminar (Hanaholmen, Helsinki, Finland, April 7-9, 1986). The CDCC's Project No. 7: "The Education and Cultural Development of Migrants." 23p. 1mf. L1 ED 294 439
Needs Analysis of Higher Primary Teachers in Kwa Zulu. Report of a Project: "Improvement of English Language Proficiency of Black Primary School Teachers in Southern Africa." 106p. 2mf. L1 ED 294 427
Next Challenge in Gifted Education. 3p. 1mf. L1 ED 294 373
Status of Teacher Education in Pennsylvania, 1987. 59p. 1mf. L1 ED 294 834

Teacher Education Curriculum
Conceptual Perspective of Teacher Education Programs. 38p. 1mf. L1 ED 294 833
Needs Analysis of Higher Primary Teachers in Kwa Zulu. Report of a Project: "Improvement of English Language Proficiency of Black Primary School Teachers in Southern Africa." 106p. 2mf. L1 ED 294 427
Provisional Program Guidelines for Foreign Language Teacher Education. 14p. 1mf. L1 ED 294 463
Trends in Teacher Education as Reported on the Institutional Questionnaire. 18p. 1mf. L1 ED 294 870

Teacher Education Programs
Building a Research-Based Model Science Teacher Education Program. 5p. 1mf. L1 ED 294 723
Conceptual Perspective of Teacher Education Programs. 38p. 1mf. L1 ED 294 833
Follow-up Study of Selected Graduates from the College of Education University of Central Florida: Final Report (#85-2). 68p. 1mf. L1 ED 294 832
Toward a Model Science Teacher Education Program. 9p. 1mf. L1 ED 294 722
Trends in Teacher Education as Reported on the Institutional Questionnaire. 18p. 1mf. L1 ED 294 870
Use of Financial Aid To Attract Talented Students to Teaching: Lessons from Other Fields. Report for the California Commission on the Teaching Profession. 60p. 1mf. L1 ED 294 849

Teacher Educator Education
Living in Two Cultures Seminar (Hanaholmen, Helsinki, Finland, April 7-9, 1986). The CDCC's Project No. 7: "The Education and Cultural Development of Migrants." 23p. 1mf. L1 ED 294 439

Teacher Educators
Education Professoriate: Introductory Foundations Faculty, 1987 RATE Data. 45p. 1mf. L1 ED 294 871
Status of Teacher Education in Pennsylvania, 1987. 59p. 1mf. L1 ED 294 834

Teacher Effectiveness
Comparative Study To Determine the Effectiveness of Adjunct Faculty in the Business Division at Fayetteville Technical Institute. 115p. 2mf. L1 ED 294 622
Five Tips To Improve Teaching. Research in Brief. 3p. 1mf. L1 ED 294 863
Improving Indicators of the Quality of Science and Mathematics Education in Grades K-12. 231p. 3mf. L2 ED 294 717
Improving Teacher Effectiveness. 22p. 1mf. L1 ED 294 954
Improving the Teaching of Science: An Overview of Recent Research. 15p. 1mf. L1 ED 294 294
Knowledge Which Underpins the Craft of Teaching. 17p. 1mf. L1 ED 294 872
National Surveys of Successful Teachers of Writing and Their Students: The United Kingdom and the United States. Technical Report No. 14. 53p. 1mf. L1 ED 294 244
Using Public-Speaking Skills for Teaching Improvement in the Classroom. 20p. 1mf. L1 ED 294 259

Teacher Evaluation
Appraisal for Professional Improvement. 10p. 1mf. L1 ED 294 319
Clinical Supervision and Teacher Evaluation: Positions of Hunter, Garman and Glickman Interpreted as Literal or Figurative Language. 33p. 1mf. L1 ED 294 301
Development of the Texas Teacher Appraisal System. 37p. 1mf. L1 ED 294 323
Evaluating Teaching Competencies: An Analysis of the Variance Existing in Different Assessments. 117p. 2mf. L1 ED 294 846
Student Achievement and Teaching Performance Ratings Using a State-Wide Teaching Rating Scale: A Case of Science Teaching in the Elementary School. 16p. 1mf. L1 ED 294 894
Teacher Evaluation Practices in Our Largest School Districts: Are They Measuring Up to "State-of-the-Art" Systems? 39p. 1mf. L1 ED 294 316

Teacher Exchange Programs
How a Small/Rural College May Start and Sustain an International Program. 7p. 1mf. L1 ED 294 643

Teacher Improvement
Using Public-Speaking Skills for Teaching Improvement in the Classroom. 20p. 1mf. L1 ED 294 259

Teacher Motivation
Research on the Effects of Rewards: Implications for Annual Merit Pay. 11p. 1mf. L1 ED 294 854

Teacher Participation
Educational Practitioners: Absent Voices in the Building of Educational Theory. 39p. 1mf. L1 ED 294 861

Teacher Placement
Implications of Non-Specialists Teaching Outside Their Main Subject: A Case Study with Special Reference to the Economics Education 14-16 Project. Research Papers in Economics Education #12. 31p. 1mf. L1 ED 294 781

Teacher Response
Responding to Student Questions: The Effects of Teacher Subject-Matter Knowledge and Experience on Teacher Discourse Strategies. 27p. 1mf. L1 ED 294 842

Teacher Responsibility
Five Tips To Improve Teaching. Research in Brief. 3p. 1mf. L1 ED 294 863

Teacher Retirement
Training Retired Teachers for the Transition to Mentoring. 13p. 1mf. L1 ED 294 840

Teacher Rights
Unionization Among College Faculty--1988. 12p. 1mf. L2 ED 294 488

Teacher Role
Critical Thinking in Problem Solving: A Perspective for the Language Arts Teacher. 12p. 1mf. L1 ED 294 184
Curriculum Design: Nurse Educator's Role in Managing and Utilizing Various Teaching Methodologies. 55p. 1mf. L1 ED 294 474
Fostering Comprehension by Reading Books to Kindergarten Children. Technical Report No. 426. 35p. 1mf. L1 ED 294 138
Social Constructionism and Collaborative Learning: Recommendations for Teaching Writing. 15p. 1mf. L1 ED 294 201
Some Political Implications of Teaching Institutional Discourse. 8p. 1mf. L1 ED 294 206
Student-Athlete in the Classroom: Developmental Issues Affecting College Athletes and Their Impact on Academic Motivation and Performance. 24p. 1mf. L1 ED 294 617
Teacher Knowledge of Their Students' Learning Strengths and Weaknesses. 9p. 1mf. L1 ED 294 144

Teacher Salaries
Analysis of the Comparability of Teacher Salaries to the Earnings of Other College Graduates in the Southeast. 1987 Update. Research Report 07-010. 42p. 1mf. L1 ED 294 851

Teacher Student Relationship
Alienation and Commitment of Students and Teachers in Urban High Schools. 36p. 1mf. L1 ED 294 959
Assessing Elements of Teacher-Student Communicative Interactions. 12p. 1mf. L1 ED 294 375
Characteristics of Teacher Communicative Expressions Directed to Students Having Multiple Disabilities. 9p. 1mf. L1 ED 294 376
Current Issues in Language Disorders. 31p. 1mf. L1 ED 294 384
Effects of Group Creativity Training on Teachers' Empathy and Interactions with Students. 22p. 1mf. L1 ED 294 858
History of Dialogue Journals and Dissertation Abstracts. 18p. 1mf. L1 ED 294 411
Interpreting Curriculum Differentiation. 48p. 1mf. L1 ED 294 933
Issues and Dilemmas in Early Childhood Teacher Education. 37p. 1mf. L1 ED 294 690
It's Your Turn Now! Using Dialogue Journals with Deaf Students. 141p. 2mf. L2 ED 294 396
Knowledge Which Underpins the Craft of Teaching. 17p. 1mf. L1 ED 294 872
Promoting Faculty-Student Interaction in Residence Life. A Presentation of Information and Ideas. 30p. 1mf. L1 ED 294 109
Pupil Control Ideology and Behavior and the Quality of School Life. 29p. 1mf. L1 ED 294 938
Renegotiating Vocational Instruction. 29p. 1mf. L1 ED 294 009
Student-Athlete in the Classroom: Developmental Issues Affecting College Athletes and Their Impact on Academic Motivation and Performance. 24p. 1mf. L1 ED 294 617
Teacher Job Satisfaction and Some Associated Variables in Singapore. 36p. 1mf. L1 ED 294 873
Using Public-Speaking Skills for Teaching Improvement in the Classroom. 20p. 1mf. L1 ED 294 259

Teacher Supervision
Clinical Supervision and Teacher Evaluation: Positions of Hunter, Garman and Glickman Interpreted as Literal or Figurative Language. 33p. 1mf. L1 ED 294 301

Teacher Supply and Demand
Status of Teacher Education in Pennsylvania, 1987. 59p. 1mf. L1 ED 294 834

Teachers
Curriculum Translation in Secondary School Science. An Analysis of Teacher Functional Paradigms. 44p. 1mf. L1 ED 294 765
Hothousing Young Children: Implications for Early Childhood Policy and Practice. 3p. 1mf. L1 ED 294 653

Teaching (Occupation)
Recruitment and Induction of "Quality" Students Into Teacher Education: A Case Study. 41p. 1mf. L1 ED 294 843
To Be or Not To Be: When and Why Faculty Decide To Be Faculty. 19p. 1mf. L1 ED 294 502

Teaching Assistant Training Project
Comparison of Computer Based Training vs. Instructor Based Training Using Microsoft Word. 64p. 1mf. L1 ED 294 570

Teaching Conditions
Teacher Job Satisfaction and Some Associated Variables in Singapore. 36p. 1mf. L1 ED 294 873

Teaching Experience
Investigating Teachers' Knowledge through Ethnographic and Biographical Approaches: A Case Study. 30p. 1mf. L1 ED 294 874
Responding to Student Questions: The Effects of Teacher Subject-Matter Knowledge and Experience on Teacher Discourse Strategies. 27p. 1mf. L1 ED 294 842
Teachers Learning from Experiences of Teaching: Analyses Based on Metaphor and Reflection. 18p. 1mf. L1 ED 294 859
Teaching and Being: Connecting Teachers' Accounts of Their Lives with Classroom Practice. 27p. 1mf. L1 ED 294 841

Teaching Guides
Wolof Teachers Manual. Draft Chapters I-VI. 101p. 2mf. L1 ED 294 420

Teaching Methods
Can Cognitive Theory Help Us Teach Physics? 40p. 1mf. L1 ED 294 768
Computer Assisted Learning or Communications: Which Way for Information Technology in Distance Education? Information Technology Paper No. 250. 18p. 1mf. L1 ED 294 558
Computer Ethics Topics and Teaching Strategies. 23p. 1mf. L1 ED 294 562
Curriculum Design: Nurse Educator's Role in Managing and Utilizing Various Teaching Methodologies. 55p. 1mf. L1 ED 294 474
Developing Auditory Skills: Program Manual and Systematic Lessons. Revised. 134p. 2mf. L2 ED 294 400
Effect of Animal Dissections on Student Acquisition of Knowledge of and Attitudes toward the Animals Dissected. 20p. 1mf. L1 ED 294 749
Guided Inquiry and Technology: A Year Long Study of Children and Teachers Using the Geometric Supposer. ETC Technical Report 88-6. Final Report. 142p. 2mf. L1 ED 294 711
Guidelines for Teaching Keyboarding. 16p. 1mf. L1 ED 294 014
Homework: Going Beyond and Being Creative. 12p. 1mf. L1 ED 294 809
In Search of Academic Excellence: Samples of Experience. 25p. 1mf. L1 ED 294 467
Integrating Television and Audio-Cassettes. A Case Study of TV6, E206: Personality Development and Learning. IET Paper No. 251. 10p. 1mf. L1 ED 294 559
Integrating the Language Arts: Alternatives and Strategies. 7p. 1mf. L1 ED 294 161
Introductory Psychology Class: What Students Want To Know. 15p. 1mf. L1 ED 294 495
Kendall Demonstration Elementary School: Mathematics Curriculum Guide. Second Edition. 149p. 2mf. L2 ED 294 399
Listing of Articles, Books, Films, and Activities for Use in Training Programs for Teachers Regarding Child Abuse and Neglect. 24p. 1mf. L1 ED 294 378
Meeting the Needs of Learning Disabled Preschoolers: Suggestions for Classroom Activities. 16p. 1mf. L1 ED 294 336
Model Competency Based Curriculum for Adult/Vocational Instructor Training. 130p. 2mf. L1 ED 294 003
Peace Corps Botswana Language Teacher Training Workshop Report (Gaborone, Botswana, Africa, June 3-13, 1985). 71p. 1mf. L1 ED 294 416
Practical Ideas for Teaching Writing as a Process. 1987 Edition. 227p. 3mf. L2 ED 294 193
Preparing for Work: Student Workbook and Teacher Guide. 269p. 3mf. L2 ED 294 395
Problem Solving: Tips for Teachers. Selections from the "Arithmetic Teacher." 83p. mf. L3 ED 294 757
Teaching Critical Reading in the Content Areas. Techniques. 4p. 1mf. L1 ED 294 034
Teaching/Learning Laboratory: A Vehicle for Research, Development and Training in Teacher Education. The Application of Microteaching Methodologies to the Training of Teachers to Conduct Oral Assessments. 41p. 1mf. L1 ED 294 910
Using Public-Speaking Skills for Teaching Improvement in the Classroom. 20p. 1mf. L1 ED 294 259
Using Video to Enhance Instruction. 70p. 1mf. L1 ED 294 573

Teaching Models
Building a Research-Based Model Science Teacher Education Program. 5p. 1mf. L1 ED 294 723
Curriculum Translation in Secondary School Science. An Analysis of Teacher Functional Paradigms. 44p. 1mf. L1 ED 294 765
Manual for the 3 Rs: Reading, Reflecting and Reacting. Instructional Model. 77p. 1mf. L1 ED 294 159
Process and Product in Small Group Writing Instruction: A Multivariate Approach. 8p. 1mf. L1 ED 294 233
Toward a Model Science Teacher Education Program. 9p. 1mf. L1 ED 294 722

Teaching Skills
Evaluating Teaching Competencies: An Analysis of the Variance Existing in Different Assessments. 117p. 2mf. L1 ED 294 846

Team Sports
NAGWS Volleyball Guide 1988. Official Rules & Interpretations/Officiating. 199p. 3mf. L2 ED 294 867
Texts Adopted at Meetings of the European Ministers Responsible for Sport. 1975-86. 77p. 1mf. L1 ED 294 852

Teamwork
Cooperative Learning. 7p. 1mf. L1 ED 294 853
Maintaining Children in the Least Restrictive Environment: Bias in the Decision Making Process of Special Education Placement Teams. 122p. 2mf. L1 ED 294 339
Special Education Parents Alliance. Parent-Professional Teamwork Employment Project for Persons with Disabilities: "How-To" Booklet. 20p. 1mf. L1 ED 294 379

Technical Assistance
Africa's Agenda for Action: Reform Policies, Renew Progress. 6p. 1mf. L1 ED 294 777
Instruction from a Distance. 24p. 1mf. L1 ED 294 327
Issues for Active State Management of the JTPA Title III Grant: A Guide for State Planners and Managers. 122p. 2mf. L1 ED 294 054
Youth Employment Competencies. A Resource Manual. Volume I. Technical Assistance Guide 2:84. Volume II. Technical Assistance Guide 3:84. 139p. 2mf. L1 ED 294 052

Technical Education
China: Issues and Prospects in Education. Annex 1 to China, Long-Term Development Issues and Options. A World Bank Country Study. 99p. 2mf. L2 ED 294 830
Communications Systems, Grade 9-10. Technology Education Course Guide. 66p. 1mf. L1 ED 294 286
Handbook of Private Accredited Trade and Technical Schools 1988. Career Education That Works for America. 84p. 1mf. L1 ED 293 987
Media Communications Systems, Grade 11-12. Technology Education Course Guide. 77p. 1mf. L1 ED 294 285

(Continued)

Technical Education *(Continued)*
Short-Term Education in the People's Republic of China. 10p. 1mf. L1 ED 294 646

Technical Institutes
Technicians, Education and Equity--With the Benefit of Foresight? 37p. 1mf. L1 ED 294 740

Technological Advancement
Audience Duplication in the Video Age: Changes in Prime Time Inheritance Effects between 1976 and 1985. 20p. 1mf. L1 ED 294 262
Community Cable Television--Hungarian Perspectives. 33p. 1mf. L1 ED 294 550
Computer Chips and Paper Clips. Technology and Women's Employment. Volume II. Case Studies and Policy Perspectives. 450p. 5mf. L2 ED 294 022
Computer Chips and Paper Clips. Technology and Women's Employment. Volume I. 234p. 3mf. L2 ED 294 021
Independent Video in Britain. 13p. 1mf. L1 ED 294 552
Inventions and Inventors. LC Science Tracer Bullet. 14p. 1mf. L1 ED 294 731
Key Technologies. Some Implications for Education and Training. An Occasional Paper. 35p. 1mf. L1 ED 294 012
Music Videos: On Reality and Representation. 20p. 1mf. L1 ED 294 553
New Trends in Television Consumption. 9p. 1mf. L1 ED 294 539
Obstacles to Television Reform in Latin America--A New Look at the Failures. 21p. 1mf. L1 ED 294 537
Science and Higher Education in Korea. 22p. 1mf. L1 ED 294 501
Socializing Audiences--or Television? On Theory and Practice of Media Socialization in Yugoslavia. 30p. 1mf. L1 ED 294 547
Technological Advances and the Study of Reading. 48p. 1mf. L1 ED 294 163
Technology and Employment. Innovation and Growth in the U.S. Economy. Executive Summary. 30p. 1mf. L2 ED 294 057
Work Plan of APEID for the Fourth Programming Cycle 1987-1991. Programme Development Meeting (Bangkok, 28 May-June 2, 1986). 221p. 3mf. L2 ED 294 714

Technological Literacy
Communications Systems, Grade 9-10. Technology Education Course Guide. 66p. 1mf. L1 ED 294 286
Media Communications Systems, Grade 11-12. Technology Education Course Guide. 77p. 1mf. L1 ED 294 285
Science, Technology and Society as Experienced through Children's Literature. 15p. 1mf. L1 ED 294 141

Technology
Certech--The Secondary-Tertiary Student Flow 1979-1986; and the Implications for a Changing Economy. 41p. 1mf. L1 ED 294 741
Computers in Special Education: Using Technology To Make Up the Difference. 27p. 1mf. L1 ED 294 393
Technicians, Education and Equity--With the Benefit of Foresight? 37p. 1mf. L1 ED 294 740

Telecommunications
Instructional Uses of Microcomputers. Summary of 1984-1986 Projects. 18p. 1mf. L1 ED 294 572
Text as Image. 26p. 1mf. L1 ED 294 250

Telecommuting
"Creative" Work Schedules. 13p. 1mf. L1 ED 294 011

Telecourses
Short-Term Education in the People's Republic of China. 10p. 1mf. L1 ED 294 646

Telephone Communications Systems
Project HELP--The Home Education Learning Project: A History and Analysis of a Telephone Assistance Program for Homework. 19p. 1mf. L1 ED 294 932

Telephone Surveys
Variations in Survey Respondent Selection by Telephone. 26p. 1mf. L1 ED 294 270

Television
How Far Do You Go and How Much Do You Show: Pittsburgh Television News Media and the R. Budd Dwyer Suicide. 18p. 1mf. L1 ED 294 257
Radio Times: The Temporal Arrangements of Broadcasting in the Modern World. 34p. 1mf. L1 ED 294 542
Short Takes: Using Authentic Video in the English Class. 17p. 1mf. L1 ED 294 453

Television Research
Media Revolution in a Small State Perspective: The Case of Norway. 10p. 1mf. L1 ED 294 522
Reappraisal of Instructional Television. ERIC Digest. 3p. 1mf. L1 ED 294 569
Representation of Blacks on British Television Drama, 1984. 65p. 1mf. L1 ED 294 523
Strategies of TV News Dramatization: An Attempt of Discourse Analysis. 17p. 1mf. L1 ED 294 525
Television and Reading: A Research Synthesis. 57p. 1mf. L1 ED 294 532
Viewer Viewed. 12p. 1mf. L1 ED 294 551

Television Viewing
Ambiguity and Hesitation: Discourses on Television and the Housewife in Women's Home Magazines, 1948-55. 27p. 1mf. L1 ED 294 548
Audience Duplication in the Video Age: Changes in Prime Time Inheritance Effects between 1976 and 1985. 20p. 1mf. L1 ED 294 262
New Trends in Television Consumption. 9p. 1mf. L1 ED 294 539
Pleasure of Dynasty: The Weekly Reconstruction of Self-Confidence. 37p. 1mf. L1 ED 294 546
Reading Reception: Mediation and Transparency in Viewers' Accounts of a TV Programme. 37p. 1mf. L1 ED 294 540
Relationship of Television Viewing to Reading Achievement: A Replication. 52p. 1mf. L1 ED 294 137
Role of Television in the Daily Lives of the Elderly. 41p. 1mf. L1 ED 294 520
Social Nature of Children's Television Viewing. 30p. 1mf. L1 ED 294 533
Socializing Audiences--or Television? On Theory and Practice of Media Socialization in Yugoslavia. 30p. 1mf. L1 ED 294 547
Television and Reading: A Research Synthesis. 57p. 1mf. L1 ED 294 532
Television in the Lives of Nigerian Youths. 41p. 1mf. L1 ED 294 530
Time Out: The Viewing Experience and Reactions to the 1987 NFL Players' Strike. 26p. 1mf. L1 ED 294 265
Viewer Viewed. 12p. 1mf. L1 ED 294 551
Violence Viewing and Adolescent Aggression: A Longitudinal Study. 33p. 1mf. L1 ED 294 555

TEMAS Thematic Apperception Test
Cross Cultural Validation of TEMAS (Minority Version). A Pluralistic Projective Test. 48p. 1mf. L1 ED 294 879

Tennessee
Study of Methods of School-Community Communications Based on Responses of Parents of School Children in Middle Tennessee. 18p. 1mf. L1 ED 294 321

Tenses (Grammar)
Aprendemos Espanol. (Let's Learn Spanish). 180p. 2mf. L1 ED 294 429

Tensing (Vowels)
Low Front Vowel Tensing in Lexical Phonology. 46p. 1mf. L1 ED 294 436

Tenure
Graying of the Professoriate. Occasional Paper No. 9. 21p. 1mf. L1 ED 294 465

Termination of Treatment
Effects of Time-Limited Counseling on the Therapeutic Alliance. 13p. 1mf. L1 ED 294 089

Test Anxiety
Helping Your Child Learn at School: How Parents Support Good Study Habits in the Home. 15p. 1mf. L1 ED 294 651

Test Bias
Bias Review Methods for a Teacher Certification Testing Program. 32p. 1mf. L1 ED 294 906
Experimental Research on the Explanation of Item Bias. 13p. 1mf. L1 ED 294 912
Gender Bias in SAT Items. 63p. 1mf. L1 ED 294 915

Test Coaching
Effectiveness of Special Preparation for the SAT: An Evaluation of a Commercial Coaching School. 21p. 1mf. L1 ED 294 900

Test Construction
Content Specification for Test Development. 24p. 1mf. L1 ED 294 909
What Assessment of Reader-Writer Conferencing Can Externalize. 35p. 1mf. L1 ED 294 171

Test Interpretation
Calling Writers' Bluffs: Sources of Readers' Judgements in University Placement Testing. 11p. 1mf. L1 ED 294 205
Evaluation of Score Interpretive Information from the Perspective of Failed and Passed Test-Takers. 40p. 1mf. L1 ED 294 899
Usefulness of Score Interpretive Information for Examinees Who Fail Criterion-Referenced Tests. 93p. 1mf. L1 ED 294 898

Test Reliability
Evaluation of "Polyweighting" in Domain-Referenced Testing. 32p. 1mf. L1 ED 294 911

Test Results
Maryland Accountability Testing Program Annual Report. School Year 1985-1986. 134p. 2mf. L1 ED 294 884

Test Theory
Calling Writers' Bluffs: Sources of Readers' Judgements in University Placement Testing. 11p. 1mf. L1 ED 294 205

Test Use
What Assessment of Reader-Writer Conferencing Can Externalize. 35p. 1mf. L1 ED 294 171

Test Validity
Critique of Difficulty Estimation Methodologies in the Setting of Cut Points and a Discussion of an Alternative Methodology: The Direct Standard Setting Method. 13p. 1mf. L1 ED 294 927
Research on Psychosocial Environment Evaluation at University Classrooms: Adaptation of C.U.C.E.I. to the Spanish Educational Context. 15p. 1mf. L1 ED 294 913
Standard Errors of Correlations Adjusted for Incidental Selection. 22p. 1mf. L1 ED 294 929
Testing for Equivalent Factorial Validity across Academic Track: A Confirmatory Factor Analysis of the Self Description Questionnaire III. 23p. 1mf. L1 ED 294 904

Testing Programs
Bias Review Methods for a Teacher Certification Testing Program. 32p. 1mf. L1 ED 294 906
New Mexico High School Proficiency Examination (NMHSPE), 1985-86. District Report. 46p. 1mf. L1 ED 294 883

Texas
Analysis of Student Transfer and Persistence. 32p. 1mf. L1 ED 294 630
Texas College & University System Coordinating Board Articulation Workshop Report. 22p. 1mf. L1 ED 294 631

Texas (East)
"We the People": Judge William Wayne Justice and Other East Texans on the Constitution. 85p. 1mf. L1 ED 294 791

Texas Teacher Appraisal System
Development of the Texas Teacher Appraisal System. 37p. 1mf. L1 ED 294 323

Textbook Bias
Cultural Bias in Children's Storybooks: Implications for Education. 22p. 1mf. L1 ED 294 943

Textbook Content
Analysis of Texts on School Administration 1820-1985. (The Reciprocal Relationship between the Literature and the Profession). 141p. 2mf. L2 ED 294 314
Conspiracy of Good Intentions. America's Textbook Fiasco. 127p. 2mf. L1 ED 294 764
Selection and Distribution of Contents in Language Syllabuses. 115p. mf. L3 ED 294 452

Textbook Preparation
Conspiracy of Good Intentions. America's Textbook Fiasco. 127p. 2mf. L1 ED 294 764

Textbook Publication
Conspiracy of Good Intentions. America's Textbook Fiasco. 127p. 2mf. L1 ED 294 764

Textbook Selection
Conspiracy of Good Intentions. America's Textbook Fiasco. 127p. 2mf. L1 ED 294 764

Textbooks
Curriculum Translation in Secondary School Science. An Analysis of Teacher Functional Paradigms. 44p. 1mf. L1 ED 294 765

Theater Arts
Small College Faculty Recruitment: Communication Strategies. 18p. 1mf. L1 ED 294 278

Thematic Approach
Moving a Graveyard. 9p. 1mf. L1 ED 294 634

Theory Practice Relationship
Brain Research: The Necessity for Separating Sites, Actions and Functions. 9p. 1mf. L1 ED 294 374
Educational Practitioners: Absent Voices in the Building of Educational Theory. 39p. 1mf. L1 ED 294 861
Integration of Theory and Production in Undergraduate Communication Programs. 9p. 1mf. L1 ED 294 256
Teacher Values and the Construction of Curriculum. 20p. 1mf. L1 ED 294 844

Therapy
Autism/Broken Symbiosis: Persistent Avoidance of Eye Contact with the Mother. Causes, Consequences, Prevention and Cure of Autistiform Behavior in Babies through "Mother-Child Holding." 33p. 1mf. L1 ED 294 344

Thinking Skills
Dimensions of Thinking: A Framework for Curriculum and Instruction. 175p. 2mf. L2 ED 294 222
Problem Solving and Literature. 8p. 1mf. L1 ED 294 185
We've Got the "HOTS" for Foreign Languages: Higher Order Thinking Skills. 20p. 1mf. L1 ED 294 641

Threshold Level (Languages)
Selection and Distribution of Contents in Language Syllabuses. 115p. mf. L3 ED 294 452

Time Management
Effects of Time-Limited Counseling on the Therapeutic Alliance. 13p. 1mf. L1 ED 294 089

Time on Task
Academic Engagement of Elementary School Children with Learning Disabilities. 41p. 1mf. L1 ED 294 340

Time Perspective
Radio Times: The Temporal Arrangements of Broadcasting in the Modern World. 34p. 1mf. L1 ED 294 542

Title I Evaluation and Reporting System
How and How Much Do Biases Resulting from Regression to the Mean Affect Outcome Evaluations? 24p. 1mf. L1 ED 294 888

Toddlers
Illinois Birth to Three Clearinghouse Bibliography Series: "Materials on Home Care" (#18); "Material on Hearing-Impairment and Deafness in the Clearinghouse" (#19); "Audiovisual Materials in the Clearinghouse Collection" (#20); "Materials on Medical Genetics in the Clearinghouse" (#21). 35p. 1mf. L1 ED 294 402
What It Means To Be Prosocial: Caretakers' Descriptions of Prosocial 2- and 5-Year-Olds. 27p. 1mf. L1 ED 294 687

Tolerance
Promoting Tolerance, Understanding, and Respect for Diversity: A Monograph for Educators. 57p. 1mf. L1 ED 294 829

Torrance Unified School District CA
Listen, Practice, Converse: A Communication Approach to Second Language Acquisition in Torrance Unified School District. (A Japanese and Korean Bilingual Program Funded under Title VII of the Elementary and Secondary Education Act.) Third Annual Evaluation Report (1986-1987). 73p. 1mf. L1 ED 294 430

Track System (Education)
Interpreting Curriculum Differentiation. 48p. 1mf. L1 ED 294 933
Testing for Equivalent Factorial Validity across Academic Track: A Confirmatory Factor Analysis of the Self Description Questionnaire III. 23p. 1mf. L1 ED 294 904

Trade and Industrial Education
Handbook of Private Accredited Trade and Technical Schools 1988. Career Education That Works for America. 84p. 1mf. L1 ED 293 987

Trade Books
Integrating the Language Arts: Alternatives and Strategies Using Trade Books as Models for Student Writing. 8p. 1mf. L1 ED 294 210

Training
Impact Evaluation of a Rural Southern Illinois Community Health Education Geriatric Care Staff-Training Program. Revised . 13p. 1mf. L1 ED 294 070

Training Methods
Comparison of Computer Based Training vs. Instructor Based Training Using Microsoft Word. 64p. 1mf. L1 ED 294 570
Operation of Wastewater Treatment Plants. Volume 1. A Field Study Training Program. Third Edition. Revised. 538p. 6mf. L1 ED 294 755
Teacher Perceptions of PET with Special Emphasis on Coaching. 57p. 1mf. L1 ED 294 876

Training Objectives
Teacher Perceptions of PET with Special Emphasis on Coaching. 57p. 1mf. L1 ED 294 876

Transfer of Training
Effects of Native Language Inferencing Ability in English for Specific Purposes. 20p. 1mf. L1 ED 294 456

Transfer Policy
Articulation Models and Systems: High School to Community Colleges and Community Colleges to Four Year Institutions. 29p. 1mf. L1 ED 294 628

Transfer Programs
Articulation Models and Systems: High School to Community Colleges and Community Colleges to Four Year Institutions. 29p. 1mf. L1 ED 294 628
Fostering Minority Access and Achievement in Higher Education: The Role of Urban Community Colleges and Universities. 244p. mf. L3 ED 294 468
Technical Report on the Urban Community College Transfer Opportunity Program. 13p. 1mf. L1 ED 294 633

Transfer Students
Voluntary Transfer and Student Achievement: Does It Help or Hurt? 15p. 1mf. L1 ED 294 937

Transitional Programs
Discover: An Educational Opportunity for Women in Transition. 80p. 1mf. L2 ED 294 086
Guide to Determining the Vital Components Needed for a Realistic Vocational Preparation Program for Severely Disabled Students. 11p. 1mf. L1 ED 294 348
Job Coaching in Supported Work Programs. 164p. 2mf. L1 ED 294 050
Project KIT (Kids in Transition) Educators Resource Book: A Process of Planning for Change. Revised. 80p. 1mf. L1 ED 294 404
Project KIT (Kids in Transition) Parent Notebook. A Process of Planning for Change. Revised. 83p. 1mf. L1 ED 294 405
Transition: New Challenge for Special Education. 13p. 1mf. L1 ED 294 350

Transportation
Rethinking the Role of the Automobile. Worldwatch Paper No. 84. 75p. 1mf. L2 ED 294 742

Transracial Adoption
Transracial Adoption and Placement: A Critical Review of Literature. 13p. 1mf. L1 ED 294 682

Travel
Full-Timing: A Housing Alternative for Older People. 21p. 1mf. L1 ED 294 108

Travelers Insurance
Innovative Programs To Meet Industry Workforce Needs. 13p. 1mf. L1 ED 293 995

Trend Analysis
Conditional Approach to Projecting Farm Structure. 50p. 1mf. L1 ED 294 029
Trends in Teacher Education as Reported on the Institutional Questionnaire. 18p. 1mf. L1 ED 294 870

Triarchic Theory of Intelligence (Sternberg
New Perspective on Intelligence: Examining Field Dependence/Independence in Light of Sternberg's Triarchic Theory of Intelligence. 27p. 1mf. L1 ED 294 893

Trustees
Maine Library Trustees Handbook. 77p. 1mf. L1 ED 294 586

Tuition
Trends in Tuition and Other Basic Student Charges, 1963-64 through 1987-88 with Typical Student Costs, 1980-81 through 1987-88. State University of New York. Report No. 19-88. 159p. 2mf. L1 ED 294 492

Turkish
Experimental Research on the Explanation of Item Bias. 13p. 1mf. L1 ED 294 912

Tutorial Programs
Talking and Writing across the Curriculum: A Tutorial Model for Adult ESL Students in Content Courses. 35p. 1mf. L1 ED 294 195

Tutoring
Diagnosis and Remediation in the Context of Intelligent Tutoring Systems. 33p. 1mf. L1 ED 294 736
Effectiveness of Special Preparation for the SAT: An Evaluation of a Commercial Coaching School. 21p. 1mf. L1 ED 294 900
Enhancing PIXIE's Tutoring Capabilities. 40p. 1mf. L1 ED 294 735
Studies of Diagnosis & Remediation with High School Algebra Students. 70p. 1mf. L1 ED 294 734
TPIXIE: A Computer Program To Teach Diagnosis of Algebra Errors. An Interim Report. 28p. 1mf. L1 ED 294 733

Tutors
Teacher Perceptions of PET with Special Emphasis on Coaching. 57p. 1mf. L1 ED 294 876

Tuvaluan
Tuvaluan Lexicon. 807p. 9mf. L1 ED 294 414

Twins
Size for Gestational Age and Neonatal Temperament. 9p. 1mf. L1 ED 294 674

Two Year College Students
Access, Excellence and Student Retention: A Leadership Commitment. 35p. 1mf. L1 ED 294 623
Analysis of Student Transfer and Persistence. 32p. 1mf. L1 ED 294 630
Art Education in American Community Colleges. Final Report. 136p. 2mf. L1 ED 294 640
Student-Athlete in the Classroom: Developmental Issues Affecting College Athletes and Their Impact on Academic Motivation and Performance. 24p. 1mf. L1 ED 294 617

Two Year Colleges
Abreast of the Lawmakers: State Level Public Policy Affecting Community College Education, Input 1984. A Report to the National Council of State Directors of Community and Junior Colleges (NCSDCJC). 51p. 1mf. L1 ED 294 638
All Indian Pueblo Council, Inc. Vocational Education Program Curriculum Materials. 60p. 1mf. L1 ED 294 020
Junior College Movement: An Historical Review. 29p. 1mf. L2 ED 294 627
State Legislation and State Level Public Policy Affecting Community, Junior, and Two-Year Technical College Education, 1985. A Report to the National Council of State Directors of Community and Junior Colleges (NCSDCJC). 47p. 1mf. L1 ED 294 639

Uncertainty Reduction
Relationship of Cultural Similarity, Communication Effectiveness and Uncertainty Reduction. 25p. 1mf. L1 ED 294 289

Uncommonly Taught Languages
Tuvaluan Lexicon. 807p. 9mf. L1 ED 294 414

Undergraduate Study
Internationalizing Undergraduate Education: Resources from the Field. 195p. 3mf. L1 ED 294 784
New Media and Old: Education's Response in Three European Countries. 38p. 1mf. L1 ED 294 541
Promoting Expert-Like Behavior among Beginning Physics Students. 48p. 1mf. L1 ED 294 751

Underwater Diving
Code of Practice for Scientific Diving: Principles for the Safe Practice of Scientific Diving in Different Environments. Unesco Technical Papers in Marine Science 53. 290p. 4mf. L2 ED 294 769

Undocumented Immigrants
Immigration Reform: Implementation of Legalization Program. Statement of Arnold P. Jones, Senior Associate Director, General Government Division before the Subcommittee on Immigration and Refugee Affairs Committee. 14p. 1mf. L1 ED 294 965

Unemployment
Technology and Employment. Innovation and Growth in the U.S. Economy. Executive Summary. 30p. 1mf. L2 ED 294 057

UNESCO
Code of Practice for Scientific Diving: Principles for the Safe Practice of Scientific Diving in Different Environments. Unesco Technical Papers in Marine Science 53. 290p. 4mf. L2 ED 294 769
Work Plan of APEID for the Fourth Programming Cycle 1987-1991. Programme Development Meeting (Bangkok, 28 May-June 2, 1986). 221p. 3mf. L2 ED 294 714

Unions
Education for Democratic Work and Citizenship: Building Bridges to Organized Labor. 21p. 1mf. L1 ED 294 783
Time Out: The Viewing Experience and Reactions to the 1987 NFL Players' Strike. 26p. 1mf. L1 ED 294 265
Trade Union Users of Video. 33p. 1mf. L1 ED 294 549
Unionization Among College Faculty--1988. 12p. 1mf. L2 ED 294 488

Unit Schools
K-12 Self Studies: Who Needs Them? 14p. 1mf. L1 ED 294 331

United Kingdom
Cognitive Dimension--"Edge of Darkness." 21p. 1mf. L1 ED 294 529
Female Address in Music Video: Voicing the Difference Differently. 25p. 1mf. L1 ED 294 519
Head to Head That Had to Happen: A Case Study of Television Sport and Entrepreneurship. 42p. 1mf. L1 ED 294 554
Independent Video in Britain. 13p. 1mf. L1 ED 294 552
Key Technologies. Some Implications for Education and Training. An Occasional Paper. 35p. 1mf. L1 ED 294 012
National Surveys of Successful Teachers of Writing and Their Students: The United Kingdom and the United States. Technical Report No. 14. 53p. 1mf. L1 ED 294 244
Representation of Blacks on British Television Drama, 1984. 65p. 1mf. L1 ED 294 523
Viewer Viewed. 12p. 1mf. L1 ED 294 551

United States
Advertising, Marketing and Promotional Strategies for the Female TV Market from 1946-1980. 35p. 1mf. L1 ED 294 544
Ambiguity and Hesitation: Discourses on Television and the Housewife in Women's Home Magazines, 1948-55. 27p. 1mf. L1 ED 294 548
Dallas and Genesis: Primordiality and Seriality in Popular Culture. 18p. 1mf. L1 ED 294 518
Female Address in Music Video: Voicing the Difference Differently. 25p. 1mf. L1 ED 294 519
News as Interaction: Technology, Content and Audience. 25p. 1mf. L1 ED 294 527
Pleasure of Dynasty: The Weekly Reconstruction of Self-Confidence. 37p. 1mf. L1 ED 294 546
Utopian Elements in the Discourse on Broadcasting in the United States in the 1920s. 32p. 1mf. L1 ED 294 524

United States (Northeast)
Rural Education in the Northeast United States. 33p. 1mf. L1 ED 294 708

United States (South)
New South as Curriculum: Implications for Understanding Southern Race Relations. 15p. 1mf. L1 ED 294 942

United States Constitution
"We the People": Judge William Wayne Justice and Other East Texans on the Constitution. 85p. 1mf. L1 ED 294 791
Constitution and Academic Freedom. 37p. 1mf. L1 ED 294 779

United States History
Junior College Movement: An Historical Review. 29p. 1mf. L2 ED 294 627
Northwest Ordinance. A Special Issue. 124p. 2mf. L1 ED 294 818
Rhetoric of the Know-Nothing Party: Nativism as a Response to the Rhetorical Situation. 34p. 1mf. L1 ED 294 283

United States Territories
Estimates of the Population of Puerto Rico and the Outlying Areas: 1980 to 1986. 10p. 1mf. L1 ED 294 964

Units of Study
Curriculum Organization in Outcome-Based Education. 9p. 1mf. L1 ED 294 313

Universities
Essential Ingredients: Cooperation between Universities and School Districts on Staff Development. Occasional Paper No. 16. 12p. 1mf. L1 ED 294 838

University of California Davis
Advising at UC Davis: A Report of Student Opinions. 23p. 1mf. L1 ED 294 490

University of Massachusetts Boston
Longitudinal Study of Student Retention at an Urban Commuter University. 34p. 1mf. L1 ED 294 496

University of New Mexico
Albuquerque Public Schools/University of New Mexico Administrative Internship Program: A Unique Response to Today's Realities. 23p. 1mf. L1 ED 294 295

University of Pennsylvania
Building Advanced Oral Proficiency Skills for Managers. 22p. 1mf. L1 ED 294 425

University of Wisconsin System
Planning the Future: Report of the Regents on the Future of The University of Wisconsin System. 61p. 1mf. L1 ED 294 483

University of Wyoming
University of Wyoming Centennial Committees. Report to the Trustees, October 1987. 219p. 3mf. L1 ED 294 500

Upper Cumberland Development District TN
Study To Determine Parents' and Teachers' Perceptions of the Effectiveness of Public School Principals in the Upper Cumberland Development District of Tennessee. 21p. 1mf. L1 ED 294 322

Urban Community Coll Transfer Opportunities
Technical Report on the Urban Community College Transfer Opportunity Program. 13p. 1mf. L1 ED 294 633

Urban Education
Alienation and Commitment of Students and Teachers in Urban High Schools. 36p. 1mf. L1 ED 294 959
Mission Possible: Innovations in the Bronx Schools. Fastback 269. 33p. 1mf. L1 ED 294 960
Special Education: Views from America's Cities. 95p. 1mf. L1 ED 294 364
Technical Report on the Urban Community College Transfer Opportunity Program. 13p. 1mf. L1 ED 294 633

Urban Revitalization
Dynamics of Neighborhood Change and Decline. 134p. 2mf. L1 ED 294 934

Urban Teaching
Alienation and Commitment of Students and Teachers in Urban High Schools. 36p. 1mf. L1 ED 294 959

Urban Universities
Fostering Minority Access and Achievement in Higher Education: The Role of Urban Community Colleges and Universities. 244p. mf. L3 ED 294 468
Longitudinal Study of Student Retention at an Urban Commuter University. 34p. 1mf. L1 ED 294 496

Urban Youth
Demographic and Situational Variables Influencing Substance Use among Urban Black Adolescents. 11p. 1mf. L1 ED 294 968

Use Studies
Demographic and Situational Variables Influencing Substance Use among Urban Black Adolescents. 11p. 1mf. L1 ED 294 968
Instructional Uses of Computers at the University of Washington. 24p. 1mf. L1 ED 294 571

User Needs (Information)
How Should the Informational Needs of the Aging Be Met? 12p. 1mf. L1 ED 294 582
One-Year Plan for Library Services. 27p. 1mf. L1 ED 294 594
90 Percent Library. Mission MCMXC. Carolina County Public Library's Long Range Plan, 1985-1990. 61p. 1mf. L1 ED 294 595

USSR
Atlas of the Soviet Union. 45p. 1mf. L1 ED 294 807

Utilities
Balancing Act: How Utility Rates Are Decided. Teacher/Facilitator's Guide. 48p. 1mf. L2 ED 294 826
New Guide to Utility Ratemaking. 25p. 1mf. L2 ED 294 827

Utopia
Utopian Elements in the Discourse on Broadcasting in the United States in the 1920s. 32p. 1mf. L1 ED 294 524

Valuation Theory
Evaluation of Poverty Indicators. Testimony. Statement of Lois-ellin Datta before the Subcommittee on Census and Population, Committee on Post Office and Civil Service, House of Representatives. 36p. 1mf. L1 ED 294 973

Values Education
Literature and Everyday Decisions: An Essay about the Influence of Literature on Decision-Making. 21p. 1mf. L1 ED 294 196
Moral Education: Why Not in Public Secondary Schools? 6p. 1mf. L1 ED 294 808

Verbal Ability
Gender Differences in Verbal Ability: A Meta-Analysis. 75p. 1mf. L1 ED 294 919

Verbal Development
Gender Differences in Verbal Ability: A Meta-Analysis. 75p. 1mf. L1 ED 294 919

Verbs
Aprendemos Espanol. (Let's Learn Spanish). 180p. 2mf. L1 ED 294 429
Wolof Teachers Manual. Draft Chapters I-VI. 101p. 2mf. L1 ED 294 420

Victims of Crime
Literature Review of Sexual Abuse. 61p. 1mf. L1 ED 294 085
Race and Rape: The Black Woman as Legitimate Victim. 36p. 1mf. L1 ED 294 970

Video Criticism
Music Videos: On Reality and Representation. 20p. 1mf. L1 ED 294 553

Video Equipment
Access to Video Equipment for Study Purposes: Undergraduate Students in 1986. Findings from the Costs/Access Survey 1986. Report No. 5. 19p. 1mf. L1 ED 294 557

Videodisks
Interactive Videodisc as a Component in a Multi-Method Approach to Anatomy and Physiology. 6p. 1mf. L1 ED 294 624
Using Video to Enhance Instruction. 70p. 1mf. L1 ED 294 573

Videotape Cassettes
Short Takes: Using Authentic Video in the English Class. 17p. 1mf. L1 ED 294 453

Videotape Recorders
Access to Video Equipment for Study Purposes: Undergraduate Students in 1986. Findings from the Costs/Access Survey 1986. Report No. 5. 19p. 1mf. L1 ED 294 557
Cable Television and Video Recorders. Preliminary Empirical Findings for the Debate on Complementation or Substitution. 47p. 1mf. L1 ED 294 545
New Technologies Upset the Political Communication Balance in the Third World. 21p. 1mf. L1 ED 294 531

Videotape Recordings
Copyright Handbook for Videotapes and Microcomputer Software. 33p. 1mf. L2 ED 294 579
Female Address in Music Video: Voicing the Difference Differently. 25p. 1mf. L1 ED 294 519
Independent Video in Britain. 13p. 1mf. L1 ED 294 552
Self-Concept Orientations and Self-Directed Videotape Experiences of Delinquent Males. 22p. 1mf. L1 ED 294 556
Short Takes: Using Authentic Video in the English Class. 17p. 1mf. L1 ED 294 453
Trade Union Users of Video. 33p. 1mf. L1 ED 294 549
Using Video to Enhance Instruction. 70p. 1mf. L1 ED 294 573

Violence
Violence Viewing and Adolescent Aggression: A Longitudinal Study. 33p. 1mf. L1 ED 294 555

Virginia
Resources for Teaching Virginia Government. 515p. 6mf. L2 ED 294 788

Visual Stimuli
Improving Preschoolers' Recognition Memory for Faces with Orienting Information. 11p. 1mf. L1 ED 294 671

Vocabulary
Mende Language Manual. Revised Edition. 115p. 2mf. L1 ED 294 419
Tuvaluan Lexicon. 807p. 9mf. L1 ED 294 414

Vocabulary Development
Using Vocabulary Acquisition To Improve the Performance in Reading and Attitude of Students in Second Grade. 130p. 2mf. L1 ED 294 670
We've Got the "HOTS" for Foreign Languages: Higher Order Thinking Skills. 20p. 1mf. L1 ED 294 641

Vocational Adjustment
ESC-20 Community-Based Services Work Adjustment Program; Community-Based Work Training Curriculum. 33p. 1mf. L1 ED 294 349

Vocational Directors
Women in Vocational Education Leadership Positions: Factors Influencing Success. Final Report. 56p. 1mf. L1 ED 294 033

Vocational Education
ESC-20 Community-Based Services Work Adjustment Program; Community-Based Work Training Curriculum. 33p. 1mf. L1 ED 294 349
All Indian Pueblo Council, Inc. Vocational Education Program Curriculum Materials. 60p. 1mf. L1 ED 294 020
China: Issues and Prospects in Education. Annex 1 to China, Long-Term Development Issues and Options. A World Bank Country Study. 99p. 2mf. L2 ED 294 830
Effects of Increased Academic Requirements for Graduation on Secondary Vocational Education Programs. 150p. 2mf. L1 ED 294 018
From Craftsperson to Teacher: A Planning Document for a Vocational Teacher Development System in Maine. 29p. 1mf. L1 ED 294 015
Full-Time Vocational Training Program. Dropout Retrieval. 27p. 1mf. L1 ED 294 006
Guide to Determining the Vital Components Needed for a Realistic Vocational Preparation Program for Severely Disabled Students. 11p. 1mf. L1 ED 294 348
Key Technologies. Some Implications for Education and Training. An Occasional Paper. 35p. 1mf. L1 ED 294 012
Man-Made Skill: Women Challenging the Tradition in England, Sweden and Germany. Ideas for Australia. 125p. 2mf. L1 ED 293 986
Perceived Importance of Future Characteristics of Postsecondary Vocational Education Curriculum among Key Decision-Making Groups. 20p. 1mf. L1 ED 294 008
Preparing for Work: Student Workbook and Teacher Guide. 269p. 3mf. L2 ED 294 395
Priorities for Research and Development in Vocational Education. Monographs Prepared in Partial Fulfillment of a Planning Grant for a National Center for Research in Vocational Education. 136p. 2mf. L1 ED 293 981
Renegotiating Vocational Instruction. 29p. 1mf. L1 ED 294 009
Selecting and Evaluating Software for Vocational Education. 208p. 3mf. L2 ED 294 040
Student Perceptions of Vocational Education. 12p. 1mf. L1 ED 294 036
Study of Private and Public Sector Vocational Training Programs in California. 98p. 2mf. L1 ED 294 007
Women in Vocational Education Leadership Positions: Factors Influencing Success. Final Report. 56p. 1mf. L1 ED 294 033

Vocational Education Teachers
From Craftsperson to Teacher: A Planning Document for a Vocational Teacher Development System in Maine. 29p. 1mf. L1 ED 294 015
Model Competency Based Curriculum for Adult/Vocational Instructor Training. 130p. 2mf. L1 ED 294 003
Renegotiating Vocational Instruction. 29p. 1mf. L1 ED 294 009

Vocational Maturity
Pre-Employment Competencies System. 291p. 4mf. L1 ED 294 051

Vocational Rehabilitation
Industrial Rehabilitation in the Public Sector: The Ohio Experience. 15p. 1mf. L1 ED 294 110
Job Coaching in Supported Work Programs. 164p. 2mf. L1 ED 294 050
Study of the Special Problems and Needs of American Indians with Handicaps Both On and Off the Reservation. Volume I: Executive Summary. 25p. 1mf. L1 ED 294 342
Study of the Special Problems and Needs of American Indians with Handicaps Both On and Off the Reservation. Volume II: Individual Reports. Volume III: Appendices. 337p. 4mf. L1 ED 294 343
Women's Initiative Study: Access, Services, and Outcomes for Women with Disabilities in Vocational Rehabilitation. 97p. 2mf. L1 ED 294 000

Voice (Rhetoric)
Voice of One's Own: Creating Writing Identities. 11p. 1mf. L1 ED 294 178

Voices for Illinois Children
Children's Agenda, 1988. 24p. 1mf. L1 ED 294 677

Volleyball
NAGWS Volleyball Guide 1988. Official Rules & Interpretations/Officiating. 199p. 3mf. L2 ED 294 867

Voluntary Agencies
From Social Movement to Social Organization: Voluntary AIDS Projects in Connecticut. 21p. 1mf. L1 ED 294 812

Volunteer Against Illiteracy Campaign
Evaluation of the Impact of the Advertising Council's "Volunteer Against Illiteracy" Campaign on Public Awareness of and Resources Devoted to Adult Literacy for 1985. 677p. 8mf. L1 ED 293 979

Volunteer Training
Volunteer Service Agreements: A New Strategy for Volunteer Management. 14p. 1mf. L1 ED 294 017

Volunteers
Military Draft. Potential Impacts and Other Issues. Report to the Ranking Minority Member, Subcommittee on Defense, Committee on Appropriations, U.S. Senate. 64p. 1mf. L1 ED 294 027
Volunteer Service Agreements: A New Strategy for Volunteer Management. 14p. 1mf. L1 ED 294 017

Vowels
Low Front Vowel Tensing in Lexical Phonology. 46p. 1mf. L1 ED 294 436

Wales
Use Made in Economics and Allied Subjects of Material Supplied by Industry. Research Papers in Economics Education #11. 33p. 1mf. L1 ED 294 782

Washington
Analysis of Washington State Policy for School Administrator Evaluation by Certified Subordinates. 37p. 1mf. L1 ED 294 908
Establishing Service Goals for School Dropouts under the Job Training Partnership Act. Final Report. 100p. 2mf. L1 ED 294 056
Selected Collective Bargaining Agreements of Washington Two-Year Colleges. 1050p. 11mf. L1 ED 294 612

Washington (Pasco)
Effectiveness of Preschool; and Comparing Full-Day, Half-Day, and Alternate-Day Kindergartens. 110p. 2mf. L1 ED 294 648

Waste Water
Operation of Wastewater Treatment Plants. Volume 1. A Field Study Training Program. Third Edition. Revised. 538p. 6mf. L1 ED 294 755

Water Treatment
Operation of Wastewater Treatment Plants. Volume 1. A Field Study Training Program. Third Edition. Revised. 538p. 6mf. L1 ED 294 755

Waukesha School District WI
Foreign Language Scope and Sequence. 109p. 2mf. L1 ED 294 454

Weighted Scores
Evaluation of "Polyweighting" in Domain-Referenced Testing. 32p. 1mf. L1 ED 294 911

Welfare Services
Evaluation of Poverty Indicators. Testimony. Statement of Lois-ellin Datta before the Subcommittee on Census and Population, Committee on Post Office and Civil Service, House of Representatives. 36p. 1mf. L1 ED 294 973
Food Stamp Program: Participation by AFDC Households. Briefing Report to Congressional Requesters. 37p. 1mf. L1 ED 294 980
Welfare Reform. Bibliographies of Case Management and Agency/Client Contracting. Fact Sheet for the Chairman, Committee on Governmental Affairs, U.S. Senate. 53p. 1mf. L1 ED 294 976
Wisconsin's Donated Food Distribution Program Handbook. 51p. 1mf. L1 ED 294 962

Well Being
Children's Agenda, 1988. 24p. 1mf. L1 ED 294 677
Impact of a Military Air Disaster on the Health of Family Assistance Workers. 27p. 1mf. L1 ED 294 067
Occupational Stress, Health, and General Well Being among Soldiers. 23p. 1mf. L1 ED 294 066

West Germany
Cable Television and Video Recorders. Preliminary Empirical Findings for the Debate on Complementation or Substitution. 47p. 1mf. L1 ED 294 545

Whites
Comparison of White and Black Student Academic Success Using Noncognitive Variables: A LISREL Analysis. Research Report #6-87. 34p. 1mf. L1 ED 294 878
New South as Curriculum: Implications for Understanding Southern Race Relations. 15p. 1mf. L1 ED 294 942
Variability among Ethnic Groups in Longitudinal Patterns of School Achievement: 1975-1986. 22p. 1mf. L1 ED 294 944

Willingness to Communicate
Communication Apprehension and Willingness To Communicate as Related to Perceptions of Communication Competence. 26p. 1mf. L1 ED 294 281

Wisconsin
Selected Collective Bargaining Agreements of Wisconsin Two-Year Colleges. 791p. 9mf. L1 ED 294 613
Wisconsin's Donated Food Distribution Program Handbook. 51p. 1mf. L1 ED 294 962
Women's Initiative Study: Access, Services, and Outcomes for Women with Disabilities in Vocational Rehabilitation. 97p. 2mf. L1 ED 294 000

Wisconsin (Dane County)
Child Care Update: 1987. 27p. 1mf. L1 ED 294 650

Withdrawal (Education)
Access, Excellence and Student Retention: A Leadership Commitment. 35p. 1mf. L1 ED 294 623
Comparative Study To Determine the Effectiveness of Adjunct Faculty in the Business Division at Fayetteville Technical Institute. 115p. 2mf. L1 ED 294 622

Wolof
Wolof Teachers Manual. Draft Chapters I-VI. 101p. 2mf. L1 ED 294 420

Women Administrators
Career Paths in Higher Education Administration. 35p. 1mf. L1 ED 294 506

Womens Athletics
NAGWS Volleyball Guide 1988. Official Rules & Interpretations/Officiating. 199p. 3mf. L2 ED 294 867

Womens Education
Man-Made Skill: Women Challenging the Tradition in England, Sweden and Germany. Ideas for Australia. 125p. 2mf. L1 ED 293 986
Women and the Dichotomy of Literacy: Public/Private Discourse. 15p. 1mf. L1 ED 294 200

Womens Magazines
Ambiguity and Hesitation: Discourses on Television and the Housewife in Women's Home Magazines, 1948-55. 27p. 1mf. L1 ED 294 548

Womens Studies
Absence of Women from the History of Rhetoric: Exclusion or Omission? 24p. 1mf. L2 ED 294 287
Women and Communicative Power: Theory, Research, and Practice. 132p. 2mf. L1 ED 294 263
Women and the Dichotomy of Literacy: Public/Private Discourse. 15p. 1mf. L1 ED 294 200

Word Problems (Mathematics)
Solving Word Problems in the Primary Grades: Addition and Subtraction. 35p. mf. L3 ED 294 744

Word Processing
Comparison of Computer Based Training vs. Instructor Based Training Using Microsoft Word. 64p. 1mf. L1 ED 294 570
Initial Effects of Word Processing on Writing Quality and Writing Anxiety of Freshman Writers. 33p. 1mf. L1 ED 294 217
Macintosh Lab Monitor, Numbers 1-4. 98p. 2mf. L2 ED 294 345
Word Processing: A Helpful Tool for Basic Writers. 16p. 1mf. L1 ED 294 243
Your Computerized Classroom: Using Computers with Hearing Impaired Students. 113p. 2mf. L2 ED 294 406

Work Attitudes
Effects of Parenthood on the Career Orientation and Job Characteristics of Young Adults. A Rand Note. 36p. 1mf. L2 ED 294 044
Job Stability among Young Women: A Comparison of Traditional and Nontraditional Occupations. A Rand Note. 33p. 1mf. L2 ED 294 043
PREP. Planning to Realize Educational Potential. 85p. 1mf. L1 ED 294 016

Work Environment
Impact Evaluation of a Rural Southern Illinois Community Health Education Geriatric Care Staff-Training Program. Revised . 13p. 1mf. L1 ED 294 070
Impact of a Military Air Disaster on the Health of Family Assistance Workers. 27p. 1mf. L1 ED 294 067
Occupational Stress, Health, and General Well Being among Soldiers. 23p. 1mf. L1 ED 294 066

Work Experience
Background, Education and Work as Predictors of Adult Skills. 42p. 1mf. L1 ED 294 010

Work Experience Programs
Cooperative Education. 20p. 1mf. L2 ED 293 998
Innovative Programs To Meet Industry Workforce Needs. 13p. 1mf. L1 ED 293 995
Job Coaching in Supported Work Programs. 164p. 2mf. L1 ED 294 050
Vocational Training for Students Who Are Seriously Emotionally Disturbed. Teaching Research. 9p. 1mf. L1 ED 293 997
Window on the Workplace? Pupils' and Employers' Views of a Work Experience Scheme. 62p. 1mf. L2 ED 294 037

Work Life Expectancy
Job Stability among Young Women: A Comparison of Traditional and Nontraditional Occupations. A Rand Note. 33p. 1mf. L2 ED 294 043

Workplace Democracy
Freedom of Expression and Government Employees: A Traditional Point of View. 31p. 1mf. L1 ED 294 280

World Affairs
Antarctica: Arena for South American Cooperation or Conflict. 26p. 1mf. L1 ED 294 824
Khomeini, the Future, and U.S. Options. Policy Paper 38. 48p. 1mf. L1 ED 294 822

World Problems
Earth Day and Environmental Education: Retrospect and Prospect. IES Monograph 1. 12p. 1mf. L1 ED 294 720
U.S. Editors' Perceptions of World Press Problems: An Agenda for Future Research. 29p. 1mf. L1 ED 294 290

Writing (Composition)
"Phaedrus" and the First Person. 15p. 1mf. L1 ED 294 204
Decomposing Composing Conventions. 19p. 1mf. L1 ED 294 199
Defining Composition: Evidence from the Citations, Years 1971-72 and 1976-77. 20p. 1mf. L1 ED 294 235
Letters: Value to Self and Society. 18p. 1mf. L1 ED 294 207
Listening To See: The Place of Oral History in Composition Classes. 16p. 1mf. L1 ED 294 219
Macintosh Lab Monitor, Numbers 1-4. 98p. 2mf. L2 ED 294 345
Quality of Life in Writing Program Administration. 11p. 1mf. L1 ED 294 197
Sentence Combining and Organizing Principles. 16p. 1mf. L1 ED 294 170
Strategies in Composition: Ideas That Work in the Classroom. 41p. 1mf. L1 ED 294 181
Time To Write: Report of the US-IEA Study of Written Composition. 30p. 1mf. L1 ED 294 187
Writing, Literature, and General Education. 15p. 1mf. L1 ED 294 198
1985 Colorado Writing Assessment: The Results. 54p. 1mf. L1 ED 294 188

Writing about Literature
Reading and Writing about Poetry and the Reconstruction of Reality: How College English Majors Read a Poem. 27p. 1mf. L1 ED 294 156

Writing Across the Curriculum
Collaboration as Community: Outcomes of Conducting Research on One's Colleagues. 8p. 1mf. L1 ED 294 212
Essays Grown from a Writing across the Curriculum Institute at Indian Hills Community College: Fostering Cooperation and Cohesion in Writing Instruction. 56p. 1mf. L1 ED 294 182
Talking and Writing across the Curriculum: A Tutorial Model for Adult ESL Students in Content Courses. 35p. 1mf. L1 ED 294 195

Writing Apprehension
Initial Effects of Word Processing on Writing Quality and Writing Anxiety of Freshman Writers. 33p. 1mf. L1 ED 294 217

Writing Apprehension Test (Daly and Miller)
Initial Effects of Word Processing on Writing Quality and Writing Anxiety of Freshman Writers. 33p. 1mf. L1 ED 294 217

Writing Assignments
Literature for All Students: A Sourcebook for Teachers. 237p. 3mf. L2 ED 294 191
Sequenced Writing Assignments: What's Been Done and Why? 15p. 1mf. L1 ED 294 202

Writing Attitudes
Process and Product in Small Group Writing Instruction: A Multivariate Approach. 8p. 1mf. L1 ED 294 233

Writing Contexts
Calling Writers' Bluffs: Sources of Readers' Judgements in University Placement Testing. 11p. 1mf. L1 ED 294 205

Writing Development
Essential Skills: Writing Activities. 76p. 1mf. L1 ED 294 227
First Language/Second Language: Acquisition, Writing, and Cognitive Development. 14p. 1mf. L1 ED 294 203

Writing Evaluation
Calling Writers' Bluffs: Sources of Readers' Judgements in University Placement Testing. 11p. 1mf. L1 ED 294 205
Contrasting Ways To Appraise Improvement in a Writing Course: Paired Comparison and Holistic. 22p. 1mf. L1 ED 294 215
Effects of the Learning Disability Label, Quality of Writing Performance, and Examiner's Level of Expertise on the Evaluation of Written Products. 26p. 1mf. L1 ED 294 351
Essential Skills: Writing. 21p. 1mf. L1 ED 294 226
Nine-Year-Old Hispanic Student Writing Performance: A Replication of the 1984-85 National Assessment of Educational Progress. 13p. 1mf. L1 ED 294 931
Practical Ideas for Teaching Writing as a Process. 1987 Edition. 227p. 3mf. L2 ED 294 193
Time To Write: Report of the US-IEA Study of Written Composition. 30p. 1mf. L1 ED 294 187
What Assessment of Reader-Writer Conferencing Can Externalize. 35p. 1mf. L1 ED 294 171
1985 Colorado Writing Assessment: The Results. 54p. 1mf. L1 ED 294 188

Writing Exercises
It's Your Turn Now! Using Dialogue Journals with Deaf Students. 141p. 2mf. L2 ED 294 396
Letters: Value to Self and Society. 18p. 1mf. L1 ED 294 207

Writing Functions
Reading and Writing as Ways of Knowing and Learning. Technical Report No. 423. 19p. 1mf. L1 ED 294 136

Writing Improvement
Written Assignments in the Introductory Course. 16p. 1mf. L1 ED 294 218

Writing Instruction
Collaborative Strategies for Teaching Composition: Theory and Practice. 14p. 1mf. L1 ED 294 221
Decomposing Composing Conventions. 19p. 1mf. L1 ED 294 199
Defining Composition: Evidence from the Citations, Years 1971-72 and 1976-77. 20p. 1mf. L1 ED 294 235
Essays Grown from a Writing across the Curriculum Institute at Indian Hills Community College: Fostering Cooperation and Cohesion in Writing Instruction. 56p. 1mf. L1 ED 294 182
Essential Skills: Writing Activities. 76p. 1mf. L1 ED 294 227
From Santa Fe and Back, or Bust: Developing Exit Level Writing Competencies for Third and Fifth Grades. 39p. 1mf. L1 ED 294 172
Handbook for Planning an Effective Writing Program: Kindergarten through Grade Twelve. 1986 Edition. 82p. 1mf. L2 ED 294 192
Impact of Composition Aides on Writing in the District of Columbia Public Schools: The First Six Months. 18p. 1mf. L1 ED 294 173
Integrating the Language Arts: Alternatives and Strategies Using Trade Books as Models for Student Writing. 8p. 1mf. L1 ED 294 210
Integrating Writing and Reading Instruction. Occasional Paper No. 118. 36p. 1mf. L1 ED 294 175
Macintosh Lab Monitor, Numbers 1-4. 98p. 2mf. L2 ED 294 345
National Reading and Language Arts Educators' Conference Yearbook. 104p. 2mf. L1 ED 294 160
National Surveys of Successful Teachers of Writing and Their Students: The United Kingdom and the United States. Technical Report No. 14. 53p. 1mf. L1 ED 294 244
Practical Ideas for Teaching Writing as a Process. 1987 Edition. 227p. 3mf. L2 ED 294 193
Semantic Mapping in the Adult Learning Center. 15p. 1mf. L1 ED 294 150
Social Constructionism and Collaborative Learning: Recommendations for Teaching Writing. 15p. 1mf. L1 ED 294 201
Some Political Implications of Teaching Institutional Discourse. 8p. 1mf. L1 ED 294 206
Teaching Basic Writing with Computers. 10p. 1mf. L1 ED 294 642
Voice of One's Own: Creating Writing Identities. 11p. 1mf. L1 ED 294 178
What Assessment of Reader-Writer Conferencing Can Externalize. 35p. 1mf. L1 ED 294 171
Word Processing: A Helpful Tool for Basic Writers. 16p. 1mf. L1 ED 294 243
Writing, Literature, and General Education. 15p. 1mf. L1 ED 294 198

Writing Laboratories
Improving Students' Writing Attitudes: The Effects of the Writing Center. 12p. 1mf. L1 ED 294 183
Teaching Basic Writing with Computers. 10p. 1mf. L1 ED 294 642

Writing Models
Decomposing Composing Conventions. 19p. 1mf. L1 ED 294 199

Writing Processes
Collaboration with Basic Writers in the Composition Classroom. 16p. 1mf. L1 ED 294 220
Collaborative Strategies for Teaching Composition: Theory and Practice. 14p. 1mf. L1 ED 294 221
Decomposing Composing Conventions. 19p. 1mf. L1 ED 294 199
First Language/Second Language: Acquisition, Writing, and Cognitive Development. 14p. 1mf. L1 ED 294 203
Practical Ideas for Teaching Writing as a Process. 1987 Edition. 227p. 3mf. L2 ED 294 193
Sentence Combining and Organizing Principles. 16p. 1mf. L1 ED 294 170
Sequenced Writing Assignments: What's Been Done and Why? 15p. 1mf. L1 ED 294 202
Social Constructionism and Collaborative Learning: Recommendations for Teaching Writing. 15p. 1mf. L1 ED 294 201
Study of Third and Fifth Grade Students' Oral Language during the Writing Process. Research Bulletin. 26p. 1mf. L2 ED 294 180

Writing Skills
Essential Skills: Writing. 21p. 1mf. L1 ED 294 226
Initial Effects of Word Processing on Writing Quality and Writing Anxiety of Freshman Writers. 33p. 1mf. L1 ED 294 217
Predicting First Grade Achievement from Form Errors in Printing at the Start of Pre-Kindergarten. 16p. 1mf. L1 ED 294 654
Problems with Placements: What They Reveal about Writing Skills Internships. 16p. 1mf. L1 ED 294 231
What High School Students Know and Can Do. 17p. 1mf. L1 ED 293 996

Writing Strategies
Sequenced Writing Assignments: What's Been Done and Why? 15p. 1mf. L1 ED 294 202
Strategies in Composition: Ideas That Work in the Classroom. 41p. 1mf. L1 ED 294 181
Voice of One's Own: Creating Writing Identities. 11p. 1mf. L1 ED 294 178

Writing Style
"Phaedrus" and the First Person. 15p. 1mf. L1 ED 294 204

Writing Tasks
Essays Grown from a Writing across the Curriculum Institute at Indian Hills Community College: Fostering Cooperation and Cohesion in Writing Instruction. 56p. 1mf. L1 ED 294 182
Integrating Writing and Reading Instruction. Occasional Paper No. 118. 36p. 1mf. L1 ED 294 175

Writing Thinking Relationship
Reading and Writing as Ways of Knowing and Learning. Technical Report No. 423. 19p. 1mf. L1 ED 294 136

Writing through Literature Instruction
Integrating the Language Arts: Alternatives and Strategies Using Trade Books as Models for Student Writing. 8p. 1mf. L1 ED 294 210

Writing to Learn
Collaboration as Community: Outcomes of Conducting Research on One's Colleagues. 8p. 1mf. L1 ED 294 212

Written Language
Text as Image. 26p. 1mf. L1 ED 294 250

Young Adults

Attitudes of Young People in China to Family Formation. A Study in Urban and Rural Areas in Beijing and Sichuan.
123p. 2mf. L2 ED 294 700

Parenthood and the Attitudes of Young Adults. A RAND Note.
12p. 1mf. L2 ED 294 688

Television in the Lives of Nigerian Youths.
41p. 1mf. L1 ED 294 530

Youth Indicators 1988: Trends in the Well-Being of American Youth.
142p. 2mf. L1 ED 294 698

Young Children

Children's Agenda, 1988.
24p. 1mf. L1 ED 294 677

Hothousing Young Children: Implications for Early Childhood Policy and Practice.
3p. 1mf. L1 ED 294 653

Use of Non-Ostensive Words in Varied Linguistic Contexts: A Study of Word Awareness in 6-12 Year Olds.
21p. 1mf. L1 ED 294 446

Youth

Youth Exchange Model for Teaching about Natural Resources Development.
14p. 1mf. L1 ED 294 451

Youth Indicators 1988: Trends in the Well-Being of American Youth.
142p. 2mf. L1 ED 294 698

Youth Employment

Designing and Implementing Youth Programs: Job Training Partnership Act Youth Employment Forums Manual.
217p. 3mf. L2 ED 294 049

Job Skills. Youth Employment Competency Tests and Curriculum Guide.
99p. 2mf. L1 ED 294 053

Pre-Employment Competencies System.
291p. 4mf. L1 ED 294 051

Youth Employment Competencies. A Resource Manual. Volume I. Technical Assistance Guide 2:84. Volume II. Technical Assistance Guide 3:84.
139p. 2mf. L1 ED 294 052

Youth Indicators 1988: Trends in the Well-Being of American Youth.
142p. 2mf. L1 ED 294 698

Youth Problems

Crime Prevention Services for Youth.
41p. 1mf. L1 ED 294 072

Youth Indicators 1988: Trends in the Well-Being of American Youth.
142p. 2mf. L1 ED 294 698

Youth Programs

Compendium of JTPA and Related Evaluation Studies.
189p. 2mf. L1 ED 294 048

Crime Prevention Services for Youth.
41p. 1mf. L1 ED 294 072

Designing and Implementing Youth Programs: Job Training Partnership Act Youth Employment Forums Manual.
217p. 3mf. L2 ED 294 049

Innovative Programs To Meet Industry Workforce Needs.
13p. 1mf. L1 ED 293 995

Pre-Employment Competencies System.
291p. 4mf. L1 ED 294 051

Yugoslavia

Socializing Audiences--or Television? On Theory and Practice of Media Socialization in Yugoslavia.
30p. 1mf. L1 ED 294 547

3 Rs

Manual for the 3 Rs: Reading, Reflecting and Reacting. Instructional Model.
77p. 1mf. L1 ED 294 159

4 H Programs

Youth Exchange Model for Teaching about Natural Resources Development.
14p. 1mf. L1 ED 294 451

Aberdeen Univ. (Scotland). Dept. of Computing Science.

Diagnosis and Remediation in the Context of Intelligent Tutoring Systems.
33p. 1mf. L1 ED 294 736

Enhancing PIXIE's Tutoring Capabilities.
40p. 1mf. L1 ED 294 735

Studies of Diagnosis & Remediation with High School Algebra Students.
70p. 1mf. L1 ED 294 734

TPIXIE: A Computer Program To Teach Diagnosis of Algebra Errors. An Interim Report.
28p. 1mf. L1 ED 294 733

Administration on Aging (DHHS), Washington, D.C.

Where to Turn for Help for Older Persons: A Guide for Action on Behalf of An Older Person.
53p. 1mf. L1 ED 294 077

Adult Literacy and Basic Skills Unit, London (England).

Assessing Reading Skills in an F.E. College.
7p. 1mf. L1 ED 294 061

AFS International/Intercultural Programs, Inc., New York, N.Y.

AFS Orientation Handbook: Volume V.
103p. 2mf. L2 ED 294 793

Climbing the Intercultural Ladder: The Gradual Adaptation Process to a Village Culture in Indonesia. Occasional Papers in Intercultural Learning #9.
30p. 1mf. L1 ED 294 771

Agency for International Development (IDCA), Washington, DC.

Development Education for the American Teenager through Home Economics. Global Connections. Teacher's Guide.
13p. 1mf. L1 ED 293 983

Alaska Historical Society, Anchorage.

Alaska Native Participation in the Civilian Conservation Corps. Alaska Historical Commission Studies in History No. 206.
54p. 1mf. L1 ED 294 702

Alaska Management Technologies, Juneau.

Alaska Problem Resource Manual: Alaska Future Problem Solving Program. Alaska Problem 1985-86.
57p. 1mf. L1 ED 294 699

Alaska State Council on the Arts, Anchorage.

Alaska Arts Resource Directory.
53p. 1mf. L1 ED 294 778

Alaska State Dept. of Education, Anchorage. Alaska Historical Commission.

Alaska Native Participation in the Civilian Conservation Corps. Alaska Historical Commission Studies in History No. 206.
54p. 1mf. L1 ED 294 702

Alaska State Dept. of Education, Juneau.

Alaska Problem Resource Manual: Alaska Future Problem Solving Program. Alaska Problem 1985-86.
57p. 1mf. L1 ED 294 699

Alaska State Library, Juneau.

Alaska Collection Development Manual.
89p. 1mf. L1 ED 294 587

Manual for Small Libraries in Alaska.
393p. 5mf. L1 ED 294 583

Alaska Univ., Fairbanks.

Community College Agreement between the Alaska Community Colleges' Federation of Teachers Local 2404, AFT, and the University of Alaska, April 1, 1984-March 31, 1987.
92p. 1mf. L1 ED 294 598

Alberta Dept. of Education, Edmonton.

Junior High Mathematics Program of Studies and Curriculum Guide. 1987. Draft.
348p. 4mf. L1 ED 294 763

Alberta Dept. of Education, Edmonton. Curriculum Branch.

Promoting Tolerance, Understanding, and Respect for Diversity: A Monograph for Educators.
57p. 1mf. L1 ED 294 829

Students' Interactions--Developmental Framework: The Social Sphere.
46p. 1mf. L1 ED 294 680

Alberta Social Services and Community Health, Edmonton.

Restrictive Procedures Baselines.
41p. 1mf. L1 ED 294 408

Albuquerque Public Schools, N. Mex.

Music Program Evaluation, 1985-1986.
72p. 1mf. L1 ED 294 792

New Mexico High School Proficiency Examination (NMHSPE), 1985-86. District Report.
46p. 1mf. L1 ED 294 883

All Indian Pueblo Council, Albuquerque, N. Mex.

All Indian Pueblo Council, Inc. Vocational Education Program Curriculum Materials.
60p. 1mf. L1 ED 294 020

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. Association for the Advancement of Health Education.

Teen Sexual Behavior. A Leader's Resource of Practical Strategies with Youth.
72p. 1mf. L2 ED 294 868

American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Association for Girls and Women in Sport.

NAGWS Volleyball Guide 1988. Official Rules & Interpretations/Officiating.
199p. 3mf. L2 ED 294 867

American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Dance Association.

Dance Curricula Guidelines K-12.
39p. 1mf. L2 ED 294 856

Dance for Young Children. Finding the Magic in Movement.
173p. 2mf. L2 ED 294 866

Together We Create Art...With Roots in Folk Traditions. A Lecture-Exhibit-Performance.
29p. 1mf. L2 ED 294 857

American Association for Counseling and Development, Alexandria, VA.

Education as a Career.
58p. 1mf. L2 ED 294 848

American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.

France: A Study of the Educational System of France and a Guide to the Academic Placement of Students in Educational Institutions of the United States. World Education Series.
290p. 4mf. L2 ED 294 472

American Association of Retired Persons, Washington, D.C.

Matter of Choice: Planning Ahead for Health Care Decisions. An Information Paper Prepared for Use by the Chairman and Ranking Minority Member of the Special Committee on Aging, United States Senate.
97p. 2mf. L1 ED 294 071

American Chemical Society, Washington, D.C.

Critical Issues in Two-Year College Chemistry: Report with Recommendations. Report of the 1985 Invitational Education Conference Sponsored by the Society Committee on Education of the American Chemical Society (Chevy Chase, Maryland, November 15-17, 1985).
14p. 1mf. L1 ED 294 597

American Council on Education, Washington, D.C.

Career Paths in Higher Education Administration.
35p. 1mf. L1 ED 294 506

American Council on the Teaching of Foreign Languages, Hastings-on-Hudson, N.Y.

Provisional Program Guidelines for Foreign Language Teacher Education.
14p. 1mf. L1 ED 294 463

American Gas Association, Arlington, VA. Educational Services.

Balancing Act: How Utility Rates Are Decided. Teacher/Facilitator's Guide.
48p. 1mf. L2 ED 294 826

New Guide to Utility Ratemaking.
25p. 1mf. L2 ED 294 827

American Home Economics Association, Washington, D.C.

Development Education for the American Teenager through Home Economics. Global Connections. Teacher's Guide.
13p. 1mf. L1 ED 293 983

American National Red Cross, Washington, D.C.

Caregivers and Their Black Elderly Clients.
20p. 1mf. L1 ED 294 130

American Newspaper Publishers Association, Washington, D.C.

Becoming a U.S. Citizen: Lessons on Naturalization.
12p. 1mf. L1 ED 294 772

American School Counselor Association. Alexandria, VA.

Education as a Career.
58p. 1mf. L2 ED 294 848

Appalachia Educational Lab., Charleston, W. Va.

Children At Risk: An Urban Education Network Conference Proceedings. (Louisville, KY, December 1985). Occasional Paper No. 023.
42p. 1mf. L1 ED 294 974

Effectiveness of the Study Group as an R&D Methodology. Occasional Paper No. 024.
49p. 1mf. L2 ED 294 864

Arizona Univ., Tucson. Native American Research and Training Center.

Study of the Special Problems and Needs of American Indians with Handicaps Both On and Off the Reservation. Volume I: Executive Summary.
25p. 1mf. L1 ED 294 342

Arkansas State Dept. of Education, Little Rock.

Language Arts.
46p. 1mf. L1 ED 294 186

Arts Alaska, Inc., Anchorage.

Alaska Arts Resource Directory.
53p. 1mf. L1 ED 294 778

Association for Asian Studies, Ann Arbor, Mich.

Role of Inner Asia in Early Russo-Chinese Relations: Teaching Aids for the Study of Inner Asia, No. 8.
48p. 1mf. L1 ED 294 815

Association for Institutional Research.

Designing an Information Center: An Analysis of Markets and Delivery Systems.
9p. 1mf. L1 ED 294 478

Association for Supervision and Curriculum Development, Alexandria, Va.

Dimensions of Thinking: A Framework for Curriculum and Instruction.
175p. 2mf. L2 ED 294 222

Public School Early Childhood Programs. A Resource Guide.
205p. 3mf. L2 ED 294 685

Association for the Development of Computer-based Instructional Systems.

ADCIS Conference Proceedings. International Conference (29th, Oakland, California, November 9-12, 1987).
405p. 5mf. L1 ED 294 567

Association of California Community Coll. Administrators.

Practical Guide to the Flexible Calendar. ACCCA Management Report 1987-8/5.
9p. 1mf. L1 ED 294 619

Association of Coll. and Research Libraries, Chicago, IL. Bibliographic Instruction Section.

Organizing and Managing a Library Instruction Program: Checklists. Revised Edition.
25p. 1mf. L1 ED 294 596

Association of Coll. and Research Libraries, Chicago, Ill.

Directory of Curriculum Materials Centers. 2nd Edition.
197p. 3mf. L2 ED 294 588

Energies for Transition. Proceedings of the National Conference of the Association of College and Research Libraries (4th, Baltimore, Maryland, April 9-12, 1986).
254p. 3mf. L2 ED 294 589

Bakersfield Coll., Calif.

Bakersfield College Transfer Study Data.
30p. 1mf. L1 ED 294 625

Bolt, Beranek and Newman, Inc., Cambridge, Mass.

Discourse Organization in the Comprehension of Narrative Texts. Technical Report No. 428.
20p. 1mf. L1 ED 294 151

Explicit Comprehension Instruction: A Review of Research and a New Conceptualization of Instruction. Technical Report No. 427.
21p. 1mf. L1 ED 294 152

Fostering Comprehension by Reading Books to Kindergarten Children. Technical Report No. 426.
35p. 1mf. L1 ED 294 138

Reading and Writing as Ways of Knowing and Learning. Technical Report No. 423.
19p. 1mf. L1 ED 294 136

Broward County School Board, Fort Lauderdale, Fla.

Innovative Instructional Incentive Plan.
29p. 1mf. L1 ED 294 678

Bureau of the Census (DOC), Suitland, Md. Population Div.

Estimates of the Population of Puerto Rico and the Outlying Areas: 1980 to 1986.
10p. 1mf. L1 ED 294 964

Money Income and Poverty Status of Families and Persons in the United States: 1986. (Advance Data From the March 1987 Current Population Survey). Consumer Income.
50p. 1mf. L1 ED 294 981

School Enrollment--Social and Economic Characteristics of Students: October 1985 and 1984. Current Population Reports: Population Characteristics.
151p. 2mf. L1 ED 294 963

California Community Colleges, Sacramento.

Study of Private and Public Sector Vocational Training Programs in California.
98p. 2mf. L1 ED 294 007

California Community Colleges, Sacramento. Office of the Chancellor.

Conference on English and Mathematics. Proceedings (October 21-23, 1987, Napa, California).
67p. 1mf. L1 ED 294 615

California State Board of Education, Sacramento.

Model Curriculum for Human Rights and Genocide.
73p. 1mf. L2 ED 294 825

California State Dept. of Education, Sacramento.

Annotated Bibliography of Materials for Elementary Foreign Language Programs.
18p. 1mf. L2 ED 294 431

English/Language Arts Model Curriculum Standards, Grades Nine through Twelve. First Edition.
97p. 2mf. L2 ED 294 190

Foreign Language Model Curriculum Standards, Grades Nine Through Twelve. First Edition.
29p. 1mf. L2 ED 294 462

Handbook for Planning an Effective Writing Program: Kindergarten through Grade Twelve. 1986 Edition.
82p. 1mf. L2 ED 294 192

Here They Come: Ready or Not! Report of the School Readiness Task Force.
33p. 1mf. L2 ED 294 697

Literature for All Students: A Sourcebook for Teachers.
237p. 3mf. L2 ED 294 191

Practical Ideas for Teaching Writing as a Process. 1987 Edition.
227p. 3mf. L2 ED 294 193

California State Univ. and Colleges, Long Beach. Office of the Chancellor.

Conference on English and Mathematics. Proceedings (October 21-23, 1987, Napa, California).
67p. 1mf. L1 ED 294 615

California State Univ., Fresno. Dept. of Nursing.

Potentials Unlimited: Nursing Practice, Education and Administration. Nursing Research Conference Proceedings (1st, Fresno, California, April 8, 1987).
101p. 2mf. L1 ED 294 002

California State Univ., Fullerton.

Country Information Available in Government Documents.
68p. 1mf. L1 ED 294 580

California State Univ., Long Beach. University Library.

Online Database Searching Workbook.
40p. 1mf. L1 ED 294 592

California State Univ., Sacramento. Dept. of Civil Engineering.

Operation of Wastewater Treatment Plants. Volume 1. A Field Study Training Program. Third Edition. Revised.
538p. 6mf. L1 ED 294 755

California State Univ., San Bernardino. School of Education.

Model Competency Based Curriculum for Adult/Vocational Instructor Training.
130p. 2mf. L1 ED 294 003

California Univ., Berkeley. Center for the Study of Writing.

National Surveys of Successful Teachers of Writing and Their Students: The United Kingdom and the United States. Technical Report No. 14.
53p. 1mf. L1 ED 294 244

California Univ., Davis. Office of Student Affairs Research and Information.

Advising at UC Davis: A Report of Student Opinions.
23p. 1mf. L1 ED 294 490

California Univ., Los Angeles. Center for the Study of Evaluation.

Collaborative Arrangements.
9p. 1mf. L1 ED 294 956

Developing Effective Instructional Programs.
26p. 1mf. L1 ED 294 950

Helping Limited English Proficient Students Succeed.
14p. 1mf. L1 ED 294 953

Improving Teacher Effectiveness.
22p. 1mf. L1 ED 294 954

Preparing Students for Success at the Postsecondary Level.
24p. 1mf. L1 ED 294 952

Reducing Dropouts.
41p. 1mf. L1 ED 294 951

Role of Testing and Evaluation.
104p. 2mf. L1 ED 294 955

Time To Write: Report of the US-IEA Study of Written Composition.
30p. 1mf. L1 ED 294 187

California Water Pollution Control Association, Sacramento. Joint Education Committee.

Operation of Wastewater Treatment Plants. Volume 1. A Field Study Training Program. Third Edition. Revised.
538p. 6mf. L1 ED 294 755

Carnegie Forum on Education and the Economy, Washington, DC.

Carnegie Call for Reform: A Second Wave for North Carolina? Proceedings Report.
34p. 1mf. L1 ED 294 850

Carnegie-Mellon Univ., Pittsburgh, Pa. Dept. of Computer Science.

Connectionist Learning Procedures.
70p. 1mf. L1 ED 294 889

Caroline County Public Library, Denton, MD.

One-Year Plan for Library Services.
27p. 1mf. L1 ED 294 594

90 Percent Library. Mission MCMXC. Carolina County Public Library's Long Range Plan, 1985-1990.
61p. 1mf. L1 ED 294 595

CAUSE, Boulder, Colo.

Leveraging Information Technology. Proceedings of the CAUSE National Conference (Tarpon Springs, Florida, December 1-4, 1987).
592p. 7mf. L1 ED 294 507

Leveraging Information Technology. Track II: Innovative Management.
73p. 1mf. L1 ED 294 509

Leveraging Information Technology. Track I: Policy and Planning.
64p. 1mf. L1 ED 294 508

Leveraging Information Technology. Track III: Organizational Issues.
80p. 1mf. L1 ED 294 510

Leveraging Information Technology. Track VII: Outstanding Applications.
93p. 1mf. L1 ED 294 514

Leveraging Information Technology. Track VI: Hardware/Software Strategies.
90p. 1mf. L1 ED 294 513

Leveraging Information Technology. Track V: Communications.
79p. 1mf. L1 ED 294 512

Leveraging Information Technology. Track IV: Support Services.
75p. 1mf. L1 ED 294 511

Center for Education Statistics (OERI/ED), Washington, DC.

Adult and Continuing Education: Noncredit Activities in Institutions of Higher Education. Higher Education General Information Survey (HEGIS) machine-readable data file .
93p. 1mf. L3 ED 294 517

Condition of Education. Elementary and Secondary Education, 1988. Volume 1.
141p. 2mf. L1 ED 294 332

Condition of Education. Postsecondary Education, 1988. Volume 2.
122p. 2mf. L1 ED 294 333

Financial Statistics. Higher Education General Information Survey (HEGIS) machine-readable data file .
93p. 1mf. L3 ED 294 516

Institutional Characteristics of Colleges and Universities. Higher Education General Information Survey (HEGIS) machine-readable data file .
93p. 1mf. L3 ED 294 515

Center for Excellence in Mathematical Education, Colorado Springs, CO.

Mathematics as Problem Solving.
127p. 2mf. L2 ED 294 725

Center for Migration Studies, Inc., Staten Island, N.Y.

Adjustment Experience of Chinese Immigrant Children in New York City.
272p. 3mf. L2 ED 294 966

Caribbean Life in New York City: Sociocultural Dimensions.
383p. 4mf. L2 ED 294 967

Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA.

Making Schools Work for Underachieving Minority Students: Next Steps for Research, Policy and Practice. Report on Local Activities. Proceedings of the Conference (Los Angeles, California, June 25-26, 1987).
323p. 4mf. L1 ED 294 948

Center for the Study of Community Colleges, Los Angeles, Calif.

Art Education in American Community Colleges. Final Report.
136p. 2mf. L1 ED 294 640

Faculty Who Teach Collegiate Courses.
13p. 1mf. L1 ED 294 635

Technical Report on the Urban Community College Transfer Opportunity Program.
13p. 1mf. L1 ED 294 633

Charlottesville City Schools, Va.

Resources for Teaching Virginia Government.
515p. 6mf. L2 ED 294 788

China Sociology Inst., Beijing.

Attitudes of Young People in China to Family Formation. A Study in Urban and Rural Areas in Beijing and Sichuan.
123p. 2mf. L2 ED 294 700

Cincinnati Univ., Ohio.

Experiential Learning of Nonverbal Communication in Popular Magazine Advertising.
12p. 1mf. L1 ED 294 258

City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.

Unionization Among College Faculty--1988.
12p. 1mf. L2 ED 294 488

Clark Technical Coll., Springfield, Ohio.

Strategies in Composition: Ideas That Work in the Classroom.
41p. 1mf. L1 ED 294 181

Clipper Ship Foundation, Inc., Boston, MA.

Caring for Children in the Commonwealth: Problems and Policy. Occasional Paper 1.14.
38p. 1mf. L2 ED 294 693

Colorado State Dept. of Education, Denver.

Interdisciplinary Learning: A Resource Guide. A Small Place to Begin.
84p. 1mf. L1 ED 294 189

1985 Colorado Writing Assessment: The Results.
54p. 1mf. L1 ED 294 188

Columbia Univ., New York, NY. Inst. on Education and the Economy.

Alan Bloom's "The Closing of the American Mind": Two Perspectives.
34p. 1mf. L1 ED 294 971

Commonwealth Fund, New York, N.Y.

Assessing the Outcome of Affirmative Action in Medical Schools. A Study of the Class of 1975.
58p. 1mf. L2 ED 294 969

Community Coordinated Child Care (4-C) in Dane County, Inc., Madison, Wis.

Child Care Update: 1987.
27p. 1mf. L1 ED 294 650

Congress of the U. S., Washington, D. C. House Committee on Government Operations.

Federal Response to the AIDS Epidemic: Information and Public Education. Hearing before a Subcommittee of the Committee on Government Operations. House of Representatives, One Hundredth Congress, First Session.
317p. 4mf. L1 ED 294 095

Congress of the U.S., Washington, D.C. Congressional Budget Office.

Reforming the Military Health Care System.
131p. 2mf. L1 ED 294 127

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Reauthorization of the Child Abuse Prevention and Treatment Act. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, First Session (April 23, 1987).
96p. 1mf. L1 ED 294 081

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

Abuses in Guardianship of the Elderly and Infirm: A National Disgrace. A Report by the Chairman of the Subcommittee on Health and Long-Term Care of the Select Committee on Aging. House of Representatives, One Hundredth Congress, First Session.
95p. 1mf. L1 ED 294 080

Congress of the U.S., Washington, D.C. Office of Technology Assessment.

Educating Scientists and Engineers: Grade School to Grad School.
138p. 2mf. L1 ED 294 762

Congress of the U.S., Washington, D.C. Senate Committee on Finance.

Medicare, Medicaid, and Maternal and Child Health Block Grant Budget Issues. Hearing before the Committee on Finance. United States Senate, One Hundredth Congress, First Session (July 8 and 9, 1987). Part 1 of 2.
288p. 3mf. L1 ED 294 111

Mental Health Services under Medicare. Hearing before the Subcommittee on Health of the Committee on Finance. United States Senate, One Hundredth Congress, First Session.
129p. 2mf. L1 ED 294 131

Preventive Health Care for the Elderly. Hearing before the Subcommittee on Health of the Committee on Finance. United States Senate, One Hundredth Congress, Second Session (Miami, Florida).
173p. 2mf. L1 ED 294 119

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Geography Education. Examining the Issue of Geography Education in Our Schools To Get a Better Understanding of What Needs To Be Done To Improve Students' Knowledge about the World. Hearing before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources. United States Senate, One Hundredth Congress, First Session (October 29, 1987).
115p. 2mf. L1 ED 294 803

Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.

Older Americans Act Amendments of 1987: A Summary of Provisions. Public Law 100-175. An Information Paper Prepared for Use by the Special Committee on Aging. United States Senate, 100th Congress, 1st Session.
95p. 1mf. L1 ED 294 078

Reauthorization of the Older Americans Act. Hearing before the Special Committee on Aging. United States Senate, One Hundredth Congress, First Session (Casselberry, Florida).
39p. 1mf. L1 ED 294 113

Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.

Medical Devices and Drug Issues. Hearing before the Subcommittee on Health and the Environment of the Committee on Energy and Commerce, House of Representatives, One Hundredth Congress, First Session (April 8, 21, and May 4, 1987).
405p. 5mf. L1 ED 294 093

Physician Dispensing of Drugs. Hearing before the Subcommittee on Health and the Environment of the Committee on Energy and Commerce. House of Representatives, One Hundredth Congress, First Session on H.R. 2093, a Bill To Amend the Federal Food, Drug, and Cosmetic Act To Limit the Dispensing of Certain Drugs by Practitioners.
197p. 3mf. L1 ED 294 094

Congress of the U.S., Washington, DC. House Committee on Science, Space and Technology.

Scientific and Technical Information: Policy and Organization in the Federal Government (H.R. 2159 and H.R. 1615). Hearings before the Subcommittee on Science, Research and Technology of the Committee on Science, Space, and Technology, House of Representatives, One Hundredth Congress, First Session (July 14-15, 1987).
380p. 4mf. L1 ED 294 593

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

Children's Mental Health: Promising Responses to Neglected Problems. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session.
242p. 3mf. L1 ED 294 117

Continuing Infant Mortality Crisis in Illinois. Part 2. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session (Chicago, Illinois, October 5, 1987).
163p. 2mf. L1 ED 294 664

Continuing Infant Mortality Crisis in Illinois. Part 1. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session (Springfield, Illinois, October 5, 1987).
209p. 3mf. L1 ED 294 663

Eating Disorders: The Impact on Children and Families. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session (San Francisco, CA, July 31, 1987).
162p. 2mf. L1 ED 294 092

Generation in Jeopardy: Children and AIDS. A Report of the Select Committee on Children, Youth, and Families. U.S. House of Representatives, One Hundredth Congress, First Session (December 1987).
184p. 2mf. L1 ED 294 082

Connecticut State Board of Higher Education, Hartford.

Connecticut's Pilot Programs for College Students with Learning Disabilities: Final Report.
85p. 1mf. L1 ED 294 363

Connecticut Univ., Storrs.

Connecticut's Pilot Programs for College Students with Learning Disabilities: Final Report.
85p. 1mf. L1 ED 294 363

Council for Basic Education, Washington, D.C.

Conspiracy of Good Intentions. America's Textbook Fiasco.
127p. 2mf. L1 ED 294 764

Council for Cultural Cooperation, Strasbourg (France).

Communication in the Modern Languages Classroom.
316p. mf. L3 ED 294 435

Living in Two Cultures Seminar (Hanaholmen, Helsinki, Finland, April 7-9, 1986). The CDCC's Project No. 7: "The Education and Cultural Development of Migrants."
23p. 1mf. L1 ED 294 439

Selection and Distribution of Contents in Language Syllabuses.
115p. mf. L3 ED 294 452

Teaching about China in Secondary Schools in Western Europe: Report. Proceedings of the European Teachers' Seminar (22nd, Donaueschingen, West Germany, November 7-12, 1983).
33p. 1mf. L1 ED 294 801

Council for Exceptional Children, Niagara Falls (Ontario). Ontario Provincial Federation of Chapters.

Canadian Symposium on Special Education Issues. Proceedings. (Toronto, Canada, March 4-5, 1986).
116p. 2mf. L1 ED 294 387

Council for Exceptional Children, Reston, Va.

American Indian Exceptional Children and Youth. An ERIC Exceptional Child Education Report.
71p. 1mf. L1 ED 294 338

Council for Exceptional Children, Reston, VA. Dept. of Professional Development.

Canadian Symposium on Special Education Issues. Proceedings. (Toronto, Canada, March 4-5, 1986).
116p. 2mf. L1 ED 294 387

Council of Administrators of Special Education, Inc.

Canadian Symposium on Special Education Issues. Proceedings. (Toronto, Canada, March 4-5, 1986).
116p. 2mf. L1 ED 294 387

Council of Chief State School Officers, Washington, D.C.

School-Sanctioned Community Service. The State Perspective.
158p. 2mf. L2 ED 293 977

Council of Europe, Strasbourg (France).

EUDISED Data Network Group Meeting. Working Papers.
15p. 1mf. L1 ED 294 575

Texts Adopted at Meetings of the European Ministers Responsible for Sport. 1975-86.
77p. 1mf. L1 ED 294 852

Council of the Great City Schools, Washington, D.C.

Special Education: Views from America's Cities.
95p. 1mf. L1 ED 294 364

CSR, Inc., Washington, D.C.

Issues for Active State Management of the JTPA Title III Grant: A Guide for State Planners and Managers.
122p. 2mf. L1 ED 294 054

Cuyahoga Community Coll., Cleveland, Ohio.

Access, Excellence and Student Retention: A Leadership Commitment.
35p. 1mf. L1 ED 294 623

Interactive Videodisc as a Component in a Multi-Method Approach to Anatomy and Physiology.
6p. 1mf. L1 ED 294 624

Dade County Public Schools, Miami, FL. Office of Educational Accountability.

Statistical Abstract 1985-86. Dade County Public Schools.
161p. 2mf. L1 ED 294 882

Danforth Foundation, St. Louis, Mo.

Missouri in the World: A Resource Guide for Social Studies.
133p. 2mf. L1 ED 294 806

Dawson Community Coll., Glendive, MT. Board of Trustees.

Master Agreement between Dawson Community College Board of Trustees and Glendive Federation of Teachers, Local No. 3402, American Federation of Teachers, AFL-CIO, for 1986-87.
13p. 1mf. L1 ED 294 606

Delaware State Dept. of Public Instruction, Dover. Div. of Vocational Education.

Women in Vocational Education Leadership Positions: Factors Influencing Success. Final Report.
56p. 1mf. L1 ED 294 033

Delaware Univ., Newark.

Women in Vocational Education Leadership Positions: Factors Influencing Success. Final Report.
56p. 1mf. L1 ED 294 033

Department of Agriculture, Washington, D.C.

Agricultural Chartbook 1988. Agriculture Handbook No. 673.
115p. 2mf. L1 ED 294 028

Department of Education, Washington, DC.

Characteristics of Teacher Communicative Expressions Directed to Students Having Multiple Disabilities.
9p. 1mf. L1 ED 294 376

Espanol para el hispanohablante. Funcion y nocion (Spanish for the Spanish Speaker. Function and Notion).
122p. 2mf. L1 ED 294 432

Improving Career Development through Counselor Education Programs. Proceedings of the 1985 Counselor Education Career Development Workshop Series.
167p. 2mf. L1 ED 294 059

Integrating Writing and Reading Instruction. Occasional Paper No. 118.
36p. 1mf. L1 ED 294 175

Internationalizing Undergraduate Education: Resources from the Field.
195p. 3mf. L1 ED 294 784

Priorities for Research and Development in Vocational Education. Monographs Prepared in Partial Fulfillment of a Planning Grant for a National Center for Research in Vocational Education.
136p. 2mf. L1 ED 293 981

Provisional Program Guidelines for Foreign Language Teacher Education.
14p. 1mf. L1 ED 294 463

Resources for Teaching Virginia Government.
515p. 6mf. L2 ED 294 788

Time To Write: Report of the US-IEA Study of Written Composition.
30p. 1mf. L1 ED 294 187

Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.

Evaluation of ESEA Title I--Program Operations and Educational Effects. A Report to Congress.
118p. 2mf. L1 ED 294 957

Department of Energy, Washington, D.C.

Careers in the Renewable Energy and Conservation Professions and Trades.
5p. 1mf. L1 ED 294 730

Department of Health and Human Services, Washington, D.C.

Beyond Stereotypes. Who Becomes a Single Teenage Mother?

101p. 2mf. L2 ED 294 975

Department of Justice, Washington, D.C.

Address of Wm. Bradford Reynolds.

11p. 1mf. L1 ED 294 381

Department of Labor, Washington, D.C.

Issues for Active State Management of the JTPA Title III Grant: A Guide for State Planners and Managers.

122p. 2mf. L1 ED 294 054

Department of State, Washington, DC. Bureau of Public Affairs.

Atlas of the Soviet Union.

45p. 1mf. L1 ED 294 807

Des Moines Public Schools, IA. Dept. of Evaluation, Research, and Testing.

Report of Evaluation: Enrichment Kindergarten Program 1985-86.

79p. 1mf. L1 ED 294 652

District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance and Management Planning.

Impact of Composition Aides on Writing in the District of Columbia Public Schools: The First Six Months.

18p. 1mf. L1 ED 294 173

Study of the Special Problems and Needs of American Indians with Handicaps Both On and Off the Reservation. Volume II: Individual Reports. Volume III: Appendices.

337p. 4mf. L1 ED 294 343

Domestic Policy Association, Dayton, OH.

Freedom of Speech: Where To Draw the Line. National Issues Forums.

42p. 1mf. L1 ED 294 786

Duval County Schools, Jacksonville, Fla.

Full-Time Vocational Training Program. Dropout Retrieval.

27p. 1mf. L1 ED 294 006

Earthscan, Washington, DC.

Only One Earth: Living for the Future.

170p. 2mf. L2 ED 294 796

Economic Development Administration (DOC), Washington, D.C.

Computer Chips and Paper Clips. Technology and Women's Employment. Volume I.

234p. 3mf. L2 ED 294 021

Computer Chips and Paper Clips. Technology and Women's Employment. Volume II. Case Studies and Policy Perspectives.

450p. 5mf. L2 ED 294 022

Economic Research Service (DOA), Washington, D.C.

Financial Performance of Specialized Cotton Farms. Agriculture Information Bulletin Number 538.

17p. 1mf. L1 ED 294 032

Losing Chlordimeform Use in Cotton Production. Its Effects on the Economy and Pest Resistance. Agricultural Economic Report Number 587.

36p. 1mf. L1 ED 294 030

Economic Research Service (DOA), Washington, DC. Agriculture and Rural Economics Div.

Conditional Approach to Projecting Farm Structure.

50p. 1mf. L1 ED 294 029

Simple Forecasting Model Linking Macroeconomic Policy to Industrial Employment Demand.

41p. 1mf. L1 ED 294 031

Edna McConnell Clark Foundation, New York, N.Y.

Designing and Implementing Youth Programs: Job Training Partnership Act Youth Employment Forums Manual.

217p. 3mf. L2 ED 294 049

Education Development Center, Inc., Newton, Mass.

Discover: An Educational Opportunity for Women in Transition.

80p. 1mf. L2 ED 294 086

Education Service Center Region 20, San Antonio, Tex.

ESC-20 Community-Based Services Work Adjustment Program; Community-Based Work Training Curriculum.

33p. 1mf. L1 ED 294 349

Guide to Determining the Vital Components Needed for a Realistic Vocational Preparation Program for Severely Disabled Students.

11p. 1mf. L1 ED 294 348

Educational Evaluation and Research, Inc., Menlo Park, Calif.

Study of Private and Public Sector Vocational Training Programs in California.

98p. 2mf. L1 ED 294 007

Educational Research Service, Arlington, Va.

Scheduled Salaries for Professional Personnel in Public Schools, 1987-88. Part 1 of National Survery of Salaries and Wages in Public Schools. ERS Report.

113p. mf. L3 ED 294 324

Educational Resources Information Center (ED), Washington, DC.

Resources in Education (RIE). Volume 23, Number 10.

[illegible]p. mf. L2 ED 293 975

Educational Technology Center, Cambridge, MA.

Concrete-to-Abstract Software Ramp: Environments for Learning Multiplication, Division and Intensive Quantity. Technical Report 87-8.

51p. 1mf. L1 ED 294 713

Guided Inquiry and Technology: A Year Long Study of Children and Teachers Using the Geometric Supposer. ETC Technical Report 88-6. Final Report.

142p. 2mf. L1 ED 294 711

Mathematical, Technical, and Pedagogical Challenges in the Graphical Representation of Functions. Final Technical Report 88-4.

124p. 2mf. L1 ED 294 712

Teachers' Thinking about Students' Thinking about Geometry: The Effects of New Teaching Tools. Technical Report 88-1.

38p. 1mf. L1 ED 294 724

Educational Testing Service, Princeton, NJ. Office of Corporate Quality Assurance.

Evaluation of Score Interpretive Information from the Perspective of Failed and Passed Test-Takers.

40p. 1mf. L1 ED 294 899

Usefulness of Score Interpretive Information for Examinees Who Fail Criterion-Referenced Tests.

93p. 1mf. L1 ED 294 898

Employment and Training Administration (DOL), Washington, D.C.

Compendium of JTPA and Related Evaluation Studies.

189p. 2mf. L1 ED 294 048

Employment and Training Administration (DOL), Washington, DC. Bureau of Apprenticeship and Training.

Setting Up an Apprenticeship Program. A Step-by-Step Guide in Training Apprentices for Skilled Occupations. Revised.

44p. 1mf. L1 ED 294 042

Engineering Council, London (England).

Key Technologies. Some Implications for Education and Training. An Occasional Paper.

35p. 1mf. L1 ED 294 012

Environmental Protection Agency, Washington, D.C. Office of Water Programs.

Operation of Wastewater Treatment Plants. Volume 1. A Field Study Training Program. Third Edition. Revised.

538p. 6mf. L1 ED 294 755

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Mathematics Learning in the Elementary School. ERIC/SMEAC Mathematics Education Digest No. 2, 1987.

4p. 1mf. L1 ED 294 719

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Hothousing Young Children: Implications for Early Childhood Policy and Practice.

3p. 1mf. L1 ED 294 653

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

American Indian Exceptional Children and Youth. An ERIC Exceptional Child Education Report.

71p. 1mf. L1 ED 294 338

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Reappraisal of Instructional Television. ERIC Digest.

3p. 1mf. L1 ED 294 569

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Creating Humane Climates Outdoors: A People Skills Primer.

104p. 2mf. L1 ED 294 706

Models of Effective Migrant Education Programs.

123p. 2mf. L1 ED 294 704

Special Education for Migrant Students.

41p. 1mf. L1 ED 294 703

Using the Outdoors To Teach Language Arts.

96p. 1mf. L1 ED 294 705

Etowah City Schools, TN.

Supplemental Curriculum for Life Coping Skills for the Elderly. Project 310. Etowah City Schools.

90p. 1mf. L1 ED 293 976

EURYDICE Central Unit, Brussels (Belgium).

Education Structures in the Member States of the European Communities.

155p. 2mf. L1 ED 294 831

Experiment in International Living, Brattleboro, VT.

Mauritanian Arabic. Communication and Culture Handbook. Peace Corps Language Handbook Series.

323p. 4mf. L1 ED 294 423

Siswati Special Skills Handbook. Peace Corps Language Handbook Series.

118p. 2mf. L1 ED 294 413

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Curriculum Organization in Outcome-Based Education.

9p. 1mf. L1 ED 294 313

FernUniversitat, Hagen (West Germany). Zentrales Inst. fur Fernstudienforschung Arbeitsbereich.

Use of Microcomputers in Distance Teaching Systems. ZIFF Papiere 70.

27p. 1mf. L1 ED 294 013

Florida Educational Research and Development Council, Inc., Sanibel.

Differences in the Interpretation of Discrepant and Nondiscrepant Messages by Normal and Disturbed Children.

58p. 1mf. L2 ED 294 361

Study of Third and Fifth Grade Students' Oral Language during the Writing Process. Research Bulletin.

26p. 1mf. L2 ED 294 180

Florida State Dept. of Education, Tallahassee. Bureau of Education for Exceptional Students.

English Skills I: Course No. 1001300. Parallel Alternative Strategies for Students.

385p. 5mf. L1 ED 294 245

English Skills III: Course No. 1001360. Parallel Alternative Strategies for Students.

450p. 5mf. L1 ED 294 246

English Skills IV: Course No. 1001390. Parallel Alternative Strategies for Students.

386p. 5mf. L1 ED 294 247

GLASS: Gifted Language Arts and Social Studies.

123p. 2mf. L1 ED 294 248

Language Arts for the Secondary Gifted.

59p. 1mf. L1 ED 294 249

Florida State Postsecondary Education Planning Commission, Tallahassee.

Automation and Networking for Florida Libraries. 1988-Report 3. Report and Recommendations of the Postsecondary Education Planning Commission.

95p. 1mf. L1 ED 294 577

Florida State Univ., Tallahassee. Inst. for Studies in Higher Education.

Managing Contract Training Programs: Progress and Proposals. Institute for Studies in Higher Education Policy Paper No. 2.

27p. 1mf. L1 ED 294 616

Florida Univ., Gainesville. Inst. of Higher Education.

Junior College Movement: An Historical Review.

29p. 1mf. L2 ED 294 627

Ford Foundation, New York, N.Y.

Art Education in American Community Colleges. Final Report.

136p. 2mf. L1 ED 294 640

Dynamics of Neighborhood Change and Decline.

134p. 2mf. L1 ED 294 934

Faculty Who Teach Collegiate Courses.

13p. 1mf. L1 ED 294 635

Fostering Minority Access and Achievement in Higher Education: The Role of Urban Community Colleges and Universities.

244p. mf. L3 ED 294 468

Job Stability among Young Women: A Comparison of Traditional and Nontraditional Occupations. A Rand Note.

33p. 1mf. L2 ED 294 043

School-Sanctioned Community Service. The State Perspective.

158p. 2mf. L2 ED 293 977

Technical Report on the Urban Community College Transfer Opportunity Program.

13p. 1mf. L1 ED 294 633

Foundation for Child and Youth Studies, Kensington (Australia).

Adopted Adolescent. Selected Papers Number 55.

11p. 1mf. L1 ED 294 662

Australian Children's Thinking about Death: A Sydney-Based Study. Selected Papers Number 49.

21p. 1mf. L1 ED 294 657

Developmental Consequences of Child Abuse. Selected Papers Number 52.

23p. 1mf. L1 ED 294 660

How To Help Your Child as a Learner. Selected Papers Number 51.

24p. 1mf. L1 ED 294 659

On Being a Gifted Adolescent. Selected Papers Number 54.

17p. 1mf. L1 ED 294 661

Perspective of Migrant Adolescents. Selected Papers Number 50.

15p. 1mf. L1 ED 294 658

Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

Can Cognitive Theory Help Us Teach Physics?

40p. 1mf. L1 ED 294 768

Further Education Staff Coll., Blagdon (England).

Staff Appraisal in Further and Higher Education: A Study in Performance Review and Development. Management in College Series.

86p. 1mf. L1 ED 294 486

Further Education Unit, London (England).

Key Technologies. Some Implications for Education and Training. An Occasional Paper.

35p. 1mf. L1 ED 294 012

Gallaudet Coll., Washington, D.C. Pre-College Programs.

Developing Auditory Skills: Program Manual and Systematic Lessons. Revised.

134p. 2mf. L2 ED 294 400

Information on Sexuality for Young People and Their Families.

127p. 2mf. L2 ED 294 407

It's Your Turn Now! Using Dialogue Journals with Deaf Students.

141p. 2mf. L2 ED 294 396

Kendall Demonstration Elementary School: Mathematics Curriculum Guide. Second Edition.

149p. 2mf. L2 ED 294 399

Music and You: Teacher Guide.

29p. 1mf. L2 ED 294 397

New Assertive You.

64p. 1mf. L2 ED 294 394

Preparing for Work: Student Workbook and Teacher Guide.

269p. 3mf. L2 ED 294 395

Software Shopper. Revised.

242p. 3mf. L2 ED 294 398

Your Computerized Classroom: Using Computers with Hearing Impaired Students.

113p. 2mf. L2 ED 294 406

General Accounting Office, Washington, D.C.

Agricultural Marketing. Farmers' Marketing Practices and Programs To Teach Alternative Practices. Briefing Report to Congressional Committees.

51p. 1mf. L1 ED 294 026

Military Draft. Potential Impacts and Other Issues. Report to the Ranking Minority Member, Subcommittee on Defense, Committee on Appropriations, U.S. Senate.

64p. 1mf. L1 ED 294 027

General Accounting Office, Washington, D.C. Div. of Human Resources.

Drug Abuse Prevention: Further Efforts Needed To Identify Programs That Work. Report to the Select Committee on Narcotics Abuse and Control, House of Representatives.

64p. 1mf. L1 ED 294 116

Welfare Reform. Bibliographies of Case Management and Agency/Client Contracting. Fact Sheet for the Chairman, Committee on Governmental Affairs, U.S. Senate.

53p. 1mf. L1 ED 294 976

General Accounting Office, Washington, DC. General Government Div.

Employee Drug Testing. Testimony. Statement (Summary) of L. Nye Stevens, Associate Director, General Government Division, before the Subcommittee on Employment Opportunities, Committee on Education and Labor, House of Representatives.

10p. 1mf. L1 ED 294 024

Immigration Reform: Implementation of Legalization Program. Statement of Arnold P. Jones, Senior Associate Director, General Government Division before the Subcommittee on Immigration and Refugee Affairs Committee.

14p. 1mf. L1 ED 294 965

General Accounting Office, Washington, DC. Program Evaluation and Methodology Div.

Evaluation of Poverty Indicators. Testimony. Statement of Lois-ellin Datta before the Subcommittee on Census and Population, Committee on Post Office and Civil Service, House of Representatives.

36p. 1mf. L1 ED 294 973

General Accounting Office, Washington, DC. Resources, Community, and Economic Development Div.

Food Stamp Program: Participation by AFDC Households. Briefing Report to Congressional Requesters.

37p. 1mf. L1 ED 294 980

Global Perspectives in Education, Inc., New York, N.Y.

Internationalizing Undergraduate Education: Resources from the Field.

195p. 3mf. L1 ED 294 784

Governor's Planning Council on Developmental Disabilities, Springfield, Ill.

Illinois Birth to Three Clearinghouse Bibliography Series: "Materials on Home Care" (#18); "Material on Hearing-Impairment and Deafness in the Clearinghouse" (#19); "Audiovisual Materials in the Clearinghouse Collection" (#20); "Materials on Medical Genetics in the Clearinghouse" (#21).

35p. 1mf. L1 ED 294 402

GTE Foundation, Stamford, CT.

Read On! II. A Sequential Reading Series. Book 1 and Workbook 1.

156p. 2mf. L2 ED 293 989

Read On! II. A Sequential Reading Series. Instructor's Guide.

72p. 1mf. L2 ED 293 988

Read On! II. A Sequential Reading Series. Book 6 and Workbook 6: In My Opinion.

140p. 2mf. L2 ED 293 994

Read On! II. A Sequential Reading Series. Book 5 and Workbook 5: Let Me Tell You a Story.

176p. 2mf. L2 ED 293 993

Read On! II. A Sequential Reading Series. Book 3 and Workbook 3: Vote.

143p. 2mf. L2 ED 293 992

Read On! II. A Sequential Reading Series. Book 3 and Workbook 3: Tribute to Red.

123p. 2mf. L2 ED 293 991

Read On! II. A Sequential Reading Series. Book 2 and Workbook 2: Musical Mix-Up.

122p. 2mf. L2 ED 293 990

Hampden-Sydney Coll., VA.

Globe Watch. Teachers' Guide for Globe Watch IV: Mexico, Canada, Finland, Japan, the Arms Race, the Iran-Iraq War.

66p. 1mf. L1 ED 294 816

Harlandale Independent School District, San Antonio, Tex.

Espanol para el hispanohablante. Funcion y nocion (Spanish for the Spanish Speaker. Function and Notion).

122p. 2mf. L1 ED 294 432

Hawaii State Dept. of Education, Honolulu.

Literature: Hawaii English Program.

50p. 1mf. L1 ED 294 241

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Honolulu Symphony In-School Ensembles.

32p. 1mf. L1 ED 294 775

Teacher's Guide for Young People's Concerts.

49p. 1mf. L1 ED 294 774

Hawaii Univ., Honolulu. Office of the Chancellor for Community Colleges.

Pleiades. The Journal of the University of Hawai'i Community Colleges. First Edition. February 1988.

87p. 1mf. L1 ED 294 645

Hawaii Univ., Honolulu. Rehabilitation Research and Training Center.

Personality Study of Hawaii Japanese Nonagenarians: Preliminary Findings. Technical Report.

15p. 1mf. L1 ED 294 134

Health Insurance Association of America, Washington, D.C.

HIAA's The Business of Insurance: An Introduction.

39p. 1mf. L2 ED 294 060

Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.

Nutrition & Adolescent Pregnancy: A Selected Annotated Bibliography.

108p. 2mf. L1 ED 294 112

Hokkaido Univ., Sapporo (Japan). Faculty of Education.

Research and Clinical Center for Child Development Annual Report, 1986-1987. No. 10.

68p. 1mf. L1 ED 294 655

Hong Kong Univ.

Knowledge Structures: Where Can We Find Them?

13p. 1mf. L1 ED 294 922

Horseheads Central School District 1, N.Y.

Correlates of Elementary School Retention: A Case Study. Report #537.

9p. 1mf. L1 ED 294 675

Housatonic Community Coll., Stratford, CT.

Connecticut's Pilot Programs for College Students with Learning Disabilities: Final Report.

85p. 1mf. L1 ED 294 363

Howard County Junior Coll. District, Big Spring, TX.

Organizational Policy: Where It Comes From, What It Does.

16p. 1mf. L1 ED 294 621

Illinois Public Health Association, Springfield.

Illinois Birth to Three Clearinghouse Bibliography Series: "Materials on Home Care" (#18); "Material on Hearing-Impairment and Deafness in the Clearinghouse" (#19); "Audiovisual Materials in the Clearinghouse Collection" (#20); "Materials on Medical Genetics in the Clearinghouse" (#21).

35p. 1mf. L1 ED 294 402

Illinois State Dept. of Rehabilitation Services, Springfield.

Special Education Parents Alliance. Parent-Professional Teamwork Employment Project for Persons with Disabilities: "How-To" Booklet.

20p. 1mf. L1 ED 294 379

Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.

Transition Literature Review Educational, Employment, and Independent Living Outcomes, Volume 2.

327p. 4mf. L1 ED 294 383

Illinois Univ., Urbana. Center for the Study of Reading.

Discourse Organization in the Comprehension of Narrative Texts. Technical Report No. 428.

20p. 1mf. L1 ED 294 151

Explicit Comprehension Instruction: A Review of Research and a New Conceptualization of Instruction. Technical Report No. 427.

21p. 1mf. L1 ED 294 152

Fostering Comprehension by Reading Books to Kindergarten Children. Technical Report No. 426.

35p. 1mf. L1 ED 294 138

Reading and Writing as Ways of Knowing and Learning. Technical Report No. 423.

19p. 1mf. L1 ED 294 136

Indiana Historical Society, Indianapolis.

Northwest Ordinance. A Special Issue.

124p. 2mf. L1 ED 294 818

Indiana Univ., Bloomington. Asian Studies Research Inst.

Role of Inner Asia in Early Russo-Chinese Relations: Teaching Aids for the Study of Inner Asia, No. 8.

48p. 1mf. L1 ED 294 815

Indiana Univ., Bloomington. Dept. of History.

Northwest Ordinance. A Special Issue.

124p. 2mf. L1 ED 294 818

Indiana Univ., Bloomington. Intensive Language Training Center.

Spoken Tunisian Arabic. First Draft.

60p. 1mf. L1 ED 294 424

Institute for Educational Research, Glen Ellyn, IL.

Wilmette District #39 Kindergarten Study. Final Report.

50p. 1mf. L1 ED 294 681

Institute for Responsive Education, Boston, Mass.

Poor Families and Schools: An Exploratory Study of the Perspectives of Low-Income Parents and Teachers in Boston, Liverpool, and Portugal.

10p. 1mf. L1 ED 294 939

Interagency Committee on Learning Disabilities, Washington, DC.

Learning Disabilities: A Report to the U.S. Congress.

236p. 3mf. L1 ED 294 358

International Business Machines Corp., San Jose, Calif.

Celebrating Two Decades of Innovation, 1968-1988.

79p. 1mf. L1 ED 294 614

International Children's Centre, Paris (France).

Teaching Nutrition to Young Children.

52p. 1mf. L1 ED 294 647

Interstate Research Associates, Inc., Washington, D.C.

Least Restrictive Environment: Knowing One When You See It. News Digest #5.

9p. 1mf. L1 ED 294 368

Minority Issues in Special Education: A Portrait of the Future. News Digest #9.

9p. 1mf. L1 ED 294 371

Procedural Safeguards Insuring That Handicapped Children Receive a Free Appropriate Public Education. News Digest #7.

9p. 1mf. L1 ED 294 370

Social Skills. News Digest #6.

9p. 1mf. L1 ED 294 369

Transition: The Roles of Parents, Students, and Professionals. Transition Summary #4.

9p. 1mf. L1 ED 294 367

Iowa Association of School Boards, Des Moines.

Strategies for Excellence: Recommendations for a Productive School Model with Strategies for Achieving the Model. The Final Report of the IASB Committee on Strategies for Excellence.

80p. 1mf. L1 ED 294 298

Iowa State Dept. of Education, Des Moines. Bureau of Special Education.

Grading-Credit-Diploma: Accommodation Practices for Students with Mild Disabilities.

58p. 1mf. L1 ED 294 403

Iowa State Historical Dept., Iowa City.

Civil War and Iowa.

33p. 1mf. L1 ED 294 787

Iowa State Univ. of Science and Technology, Ames. Dept. of Agricultural Education.

Natural Resources Education Notebook.

270p. 3mf. L2 ED 294 756

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Evaluation Processes in Schools and Classrooms. Report No. 12. May, 1987.

98p. 2mf. L1 ED 294 890

Mastery Learning Reconsidered. Report No. 7. January, 1987.

84p. 1mf. L1 ED 294 891

Junior and Community Coll. Inst., Washington, DC.

Two-Year College Alumni Programs: Practices and Possibilities.

9p. 1mf. L1 ED 294 629

Kansas Library Network Board, Topeka.

Copyright Handbook for Videotapes and Microcomputer Software.

33p. 1mf. L2 ED 294 579

Kansas Univ., Lawrence. Dept. of Special Education.

State Graduation Policies and Program Practices Related to High School Special Education Programs: A National Study.

64p. 1mf. L1 ED 294 347

Kentucky State Dept. of Education, Frankfort.

Essential Skills: Reading Activities.

150p. 2mf. L1 ED 294 148

Essential Skills: Reading.

31p. 1mf. L1 ED 294 147

Essential Skills: Writing Activities.

76p. 1mf. L1 ED 294 227

Essential Skills: Writing.

21p. 1mf. L1 ED 294 226

King County Rape Relief, Renton, WA.

Be Aware. Be Safe.

38p. 1mf. L1 ED 294 979

Helping Your Child To Be Safe. English, Cambodian, and Lao Languages.

43p. 1mf. L1 ED 294 977

Helping Your Child To Be Safe. English, Chinese, and Vietnamese Languages.

43p. 1mf. L1 ED 294 978

Lancaster-Lebanon Intermediate Unit 13, Lancaster, Pa.

PA Industry & Adult Education: A New Partnership. Final Report.

131p. 2mf. L1 ED 293 980

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

Actes du colloque: Tendances actuelles de la recherche sur la langue parlee (Conference Presentations: Current Trends in Research on Oral Language).

168p. 2mf. L1 ED 294 460

Connaissance et utilisation des deux langues en milieu partiellement bilingue (Knowledge and Use of Two Languages in a Partially Bilingual Situation).

22p. 1mf. L1 ED 294 459

L'enchainement des consonnes occlusives suivies de voyelles anterieures en francais (The Chaining of Occlusive Consonants Followed by Anterior Vowels in French).

302p. 4mf. L1 ED 294 458

L'interdisciplinarite en sciences sociales pour l'etude du contact des langues (Interdisciplinarity in Social Sciences of the Study of the Relationships of Languages). Proceedings of a Colloquium of the International Center for Research on Bilingualism and the Institute for Interethnic and Intercultural Studies and Research (2nd, Quebec City, Quebec, Canada, October 1-5, 1984).

135p. 2mf. L1 ED 294 412

League for Innovation in the Community Coll., Laguna Hills, CA.

Celebrating Two Decades of Innovation, 1968-1988.

79p. 1mf. L1 ED 294 614

League for Innovation in the Community Coll., Los Angeles, Calif.

Community College Programs for Underprepared Students.

93p. 1mf. L1 ED 294 626

Library of Congress, Washington, D.C. American Folklife Center.

Ethnic Folklife Dissertations from the United States and Canada, 1960-1980. A Selected, Annotated Bibliography.

80p. 1mf. L1 ED 294 701

Library of Congress, Washington, D.C. Congressional Research Service.

Federal Assistance to Libraries: Background Information and Issues Related to Current Programs. CRS Report for Congress.

45p. 1mf. L1 ED 294 590

Guaranteed Student Loan Program: Current Status, Background, and Issues. CRS Report for Congress, 87-815 EPW.

41p. 1mf. L1 ED 294 484

Higher Education Amendments of 1986 (P.L. 99-498): A Summary of Provisions. 87-187 EPW.

104p. 2mf. L1 ED 294 485

Library of Congress, Washington, DC. Science and Technology Div.

Inventions and Inventors. LC Science Tracer Bullet.

14p. 1mf. L1 ED 294 731

Literacy Volunteers of America, Inc., Syracuse, NY.

Read On! II. A Sequential Reading Series. Instructor's Guide.

72p. 1mf. L2 ED 293 988

Read On! II. A Sequential Reading Series. Book 1 and Workbook 1.

156p. 2mf. L2 ED 293 989

Read On! II. A Sequential Reading Series. Book 2 and Workbook 2: Musical Mix-Up.

122p. 2mf. L2 ED 293 990

Read On! II. A Sequential Reading Series. Book 3 and Workbook 3: Tribute to Red.

123p. 2mf. L2 ED 293 991

Read On! II. A Sequential Reading Series. Book 3 and Workbook 3: Vote.

143p. 2mf. L2 ED 293 992

Read On! II. A Sequential Reading Series. Book 5 and Workbook 5: Let Me Tell You a Story.

176p. 2mf. L2 ED 293 993

Read On! II. A Sequential Reading Series. Book 6 and Workbook 6: In My Opinion.

140p. 2mf. L2 ED 293 994

London Univ. (England). Inst. of Education.

Implications of Non-Specialists Teaching Outside Their Main Subject: A Case Study with Special Reference to the Economics Education 14-16 Project. Research Papers in Economics Education #12.

31p. 1mf. L1 ED 294 781

Use Made in Economics and Allied Subjects of Material Supplied by Industry. Research Papers in Economics Education #11.

33p. 1mf. L1 ED 294 782

Los Angeles County Office of Education, Downey, CA. Div. of Evaluation, Attendance, and Pupil Services.

Listen, Practice, Converse: A Communication Approach to Second Language Acquisition in Torrance Unified School District. (A Japanese and Korean Bilingual Program Funded under Title VII of the Elementary and Secondary Education Act.) Third Annual Evaluation Report (1986-1987).

73p. 1mf. L1 ED 294 430

Louisiana State Dept. of Education, Baton Rouge.

Strategies & Ideas for Young Readers in Chapter 1 Instructional Activities. Bulletin No. 1826.

134p. 2mf. L1 ED 294 145

Maine Library Trustees Association, Castine.

Maine Library Trustees Handbook.

77p. 1mf. L1 ED 294 586

Maine Occupational Information Coordinating Committee, Augusta.

PREP. Planning to Realize Educational Potential.

85p. 1mf. L1 ED 294 016

Maine State Dept. of Educational and Cultural Services, Augusta.

Education of Behaviorally Handicapped Students in Maine.

87p. 1mf. L1 ED 294 346

PREP. Planning to Realize Educational Potential.

85p. 1mf. L1 ED 294 016

Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Adult and Secondary Vocational Education.

From Craftsperson to Teacher: A Planning Document for a Vocational Teacher Development System in Maine.

29p. 1mf. L1 ED 294 015

Guidelines for Teaching Keyboarding.

16p. 1mf. L1 ED 294 014

Maine State Dept. of Labor, Augusta.

Pre-Employment Competencies System.

291p. 4mf. L1 ED 294 051

Maine Univ., Orono. Coll. of Education.

Education of Behaviorally Handicapped Students in Maine.

87p. 1mf. L1 ED 294 346

March of Dimes Birth Defects Foundation, Washington, D.C.

Nutrition & Adolescent Pregnancy: A Selected Annotated Bibliography.

108p. 2mf. L1 ED 294 112

Maryland State Dept. of Education, Baltimore.

Maryland Accountability Testing Program Annual Report. School Year 1985-1986.

134p. 2mf. L1 ED 294 884

Maryland Univ., College Park. Counseling Center.

Audiotutorial Tapes as Aids to College Chemistry Registrants. Research Report #10-87.

15p. 1mf. L1 ED 294 716

Comparison of White and Black Student Academic Success Using Noncognitive Variables: A LISREL Analysis. Research Report #6-87.

34p. 1mf. L1 ED 294 878

Freshmen Sexual Attitudes and Behaviors Over a 15-Year Period. Research Report #20-87.

28p. 1mf. L1 ED 294 121

Massachusetts State Board of Regents of Higher Education, Boston.

Agreement between the Massachusetts Board of Regents of Higher Education for the Massachusetts Regional Community Colleges and the Massachusetts Community College Council/Massachusettes Teachers Association, an Affiliate of the National Education Association for Academic Years 1983-84 to 1985-86 and 1986-87 to 1988-89.

140p. 2mf. L1 ED 294 604

Massachusetts Univ., Amherst. Dept. of Physics and Astronomy.

Can Cognitive Theory Help Us Teach Physics?

40p. 1mf. L1 ED 294 768

Massachusetts Univ., Boston. Harbor Campus.

Longitudinal Study of Student Retention at an Urban Commuter University.

34p. 1mf. L1 ED 294 496

Massachusetts Univ., Boston. Inst. for Learning and Teaching.

Caring for Children in the Commonwealth: Problems and Policy. Occasional Paper 1.14.

38p. 1mf. L2 ED 294 693

Massey Univ. (New Zealand). Central Inst. of Technology.
Certech--The Secondary-Tertiary Student Flow 1979-1986; and the Implications for a Changing Economy.
41p. 1mf. L1 ED 294 741

Mathematical Association of America, Washington, D.C.
MAA Placement Test Newsletter. 1978-87.
148p. 2mf. L1 ED 294 743

Memphis City School System, Tenn.
Spelling for Reading and Writing: Guidelines and Activities.
107p. 2mf. L1 ED 294 167

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Integrating Writing and Reading Instruction. Occasional Paper No. 118.
36p. 1mf. L1 ED 294 175

Minnesota State Community Coll. Board, St. Paul.
Employee Contract between State of Minnesota/Minnesota State Board for Community Colleges and Minnesota Community College Faculty Association, 1985-87.
88p. 1mf. L1 ED 294 605

Minnesota Univ., Minneapolis. School of Statistics.
Fundamental Theorem of Prevision. Technical Report No. 506. November 1987.
45p. 1mf. L1 ED 294 880
Local Predictive Influence. Technical Report No. 503. November 1987.
17p. 1mf. L1 ED 294 881

Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
Missouri in the World: A Resource Guide for Social Studies.
133p. 2mf. L1 ED 294 806

Model Secondary School for the Deaf, Washington, D.C.
Developing Auditory Skills: Program Manual and Systematic Lessons. Revised.
134p. 2mf. L2 ED 294 400
Preparing for Work: Student Workbook and Teacher Guide.
269p. 3mf. L2 ED 294 395

Montana State Office of the Governor, Helena.
Remarks of Governor Ted Schwinden to the International Conference of the Council of Educational Facility Planners (64th, Edmonton, Alberta, October 3, 1987.
9p. 1mf. L1 ED 294 320

Monterey County Library, Salina, CA.
Books by Mail Program: An Implementation Handbook.
53p. 1mf. L1 ED 294 578

Montgomery County Public Schools, Rockville, Md.
Evaluation of Chapter I in the Montgomery County Public Schools. Chapter I Students in the Montgomery County Public Schools: A Description and Follow-up.
45p. 1mf. L1 ED 294 947

Mott (C.S.) Foundation, Flint, Mich.
Designing and Implementing Youth Programs: Job Training Partnership Act Youth Employment Forums Manual.
217p. 3mf. L2 ED 294 049

Nassau County Board of Cooperative Educational Services, Westbury, N.Y.
Project INTERFACE: Identification of Effective Implementation Strategies for Integrating Microcomputer Instruction into Ongoing Educational Services for the Handicapped. Final Report, 1984-86.
112p. 2mf. L1 ED 294 355

National Academy of Sciences - National Research Council, Washington, DC. Commission on Behavioral and Social Sciences and Education.
Improving Indicators of the Quality of Science and Mathematics Education in Grades K-12.
231p. 3mf. L2 ED 294 717

National Academy of Sciences - National Research Council, Washington, DC. Committee on Science, Engineering, and Public Policy.
Technology and Employment. Innovation and Growth in the U.S. Economy. Executive Summary.
30p. 1mf. L2 ED 294 057

National Academy of Sciences - National Research Council, Washington, DC. Committee on Women's Employment and Related Social Issues.
Computer Chips and Paper Clips. Technology and Women's Employment. Volume I.
234p. 3mf. L2 ED 294 021
Computer Chips and Paper Clips. Technology and Women's Employment. Volume II. Case Studies and Policy Perspectives.
450p. 5mf. L2 ED 294 022

National Agricultural Library (DOA), Washington, D.C.
Nutrition & Adolescent Pregnancy: A Selected Annotated Bibliography.
108p. 2mf. L1 ED 294 112

National Alliance of Business, Inc., Washington, D.C.
Designing and Implementing Youth Programs: Job Training Partnership Act Youth Employment Forums Manual.
217p. 3mf. L2 ED 294 049

National Association of Private Industry Councils, Washington, DC.
Designing and Implementing Youth Programs: Job Training Partnership Act Youth Employment Forums Manual.
217p. 3mf. L2 ED 294 049

National Association of State Boards of Education, Alexandria, VA.
Helping Youth Decide. Second Edition.
26p. 1mf. L1 ED 294 100
Helping Youth Decide: A Workshop Guide.
47p. 1mf. L1 ED 294 101
School-Sanctioned Community Service. The State Perspective.
158p. 2mf. L2 ED 293 977

National Association of Student Personnel Administrators, Inc.
Student Outcomes Assessment Survey 1987-88.
31p. 1mf. L1 ED 294 487

National Association of Trade and Technical Schools, Washington, DC.
Handbook of Private Accredited Trade and Technical Schools 1988. Career Education That Works for America.
84p. 1mf. L1 ED 293 987

National Business Education Association, Reston, Va.
Business Teacher Education Curriculum Guide. Criteria for Excellence. Designed for the Preparation of Business Teachers at All Levels of Instruction.
89p. 1mf. L2 ED 294 063
Database of Competencies for Business Curriculum Development, K-14.
456p. 5mf. L2 ED 294 064

National Center for Education Statistics (ED), Washington, D.C.
Youth Indicators 1988: Trends in the Well-Being of American Youth.
142p. 2mf. L1 ED 294 698

National Center for Education Statistics (ED), Washington, DC.
High School and Beyond: A National Longitudinal Study for the 1980's. Local Labor Market Indicators for High School and Beyond Schools (1980-1982): Data File User's Manual.
62p. 1mf. L1 ED 294 885

National Center for Health Services Research and Health Care Technology Assessment (DHHS/PHS), Rockville, MD.
Employers and Medicare as Partners in Financing Health Care for the Elderly.
24p. 1mf. L1 ED 294 114
Morbidity Costs: National Estimates and Economic Determinants. NCHSR Research Summary Series.
20p. 1mf. L1 ED 294 084

National Center for Health Statistics (DHHS/PHS), Hyattsville, MD.
Use of Services for Family Planning and Infertility, United States, 1982. (Data from the National Survey of Family Growth, Series 23, No. 13).
67p. 1mf. L1 ED 294 115

National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.
Literature Review of Sexual Abuse.
61p. 1mf. L1 ED 294 085

National Center on Education and Employment, New York, NY.
Head and Hand: An Action Approach to Thinking. Occasional Paper No. 3.
20p. 1mf. L1 ED 293 999

National Center on Effective Secondary Schools, Madison, WI.
Cooperative Learning.
7p. 1mf. L1 ED 294 853
Moral Education: Why Not in Public Secondary Schools?
6p. 1mf. L1 ED 294 808

National Commission for Cooperative Education, Boston, Mass.
Cooperative Education.
20p. 1mf. L2 ED 293 998

National Commission for Employment Policy (DOL), Washington, D.C.
Assessment of Adult and Youth Performance Standards under the Job Training Partnership Act. Research Report Series.
61p. 1mf. L1 ED 294 055
Computer Chips and Paper Clips. Technology and Women's Employment. Volume II. Case Studies and Policy Perspectives.
450p. 5mf. L2 ED 294 022
Computer Chips and Paper Clips. Technology and Women's Employment. Volume I.
234p. 3mf. L2 ED 294 021

National Conference of State Legislatures, Denver, CO.
Early Childhood Education: The Status of State Involvement.
16p. 1mf. L2 ED 294 691
Teen-Age Pregnancies: Can We Afford Not To Prevent Them?
14p. 1mf. L2 ED 294 098

National Council for Better Education, Alexandria, VA.
Strategy of Defense: A Critical Examination of Global Conflict. A Secondary Level Curriculum for Social Studies.
213p. 3mf. L2 ED 294 776

National Council of State Directors of Community-Junior Colleges.
Abreast of the Lawmakers: State Level Public Policy Affecting Community College Education, Input 1984. A Report to the National Council of State Directors of Community and Junior Colleges (NCSDCJC).
51p. 1mf. L1 ED 294 638
State Legislation and State Level Public Policy Affecting Community, Junior, and Two-Year Technical College Education, 1985. A Report to the National Council of State Directors of Community and Junior Colleges (NCSDCJC).
47p. 1mf. L1 ED 294 639

National Council of Teachers of Mathematics, Inc., Reston, Va.
Geometric Probability. New Topics for Secondary School Mathematics. Materials and Software.
40p. mf. L3 ED 294 721
NCTM Student Math Notes 1987.
21p. 1mf. L1 ED 294 745
Problem Solving: Tips for Teachers. Selections from the "Arithmetic Teacher."
83p. mf. L3 ED 294 757
Projects To Enrich School Mathematics. Level 2.
93p. mf. L3 ED 294 709
Projects To Enrich School Mathematics. Level 3.
126p. mf. L3 ED 294 710
Solving Word Problems in the Primary Grades: Addition and Subtraction.
35p. mf. L3 ED 294 744

National Council on Employment Policy, Washington, DC.
Back to Basics under JTPA. A Policy Statement.
25p. 1mf. L1 ED 294 047

National Education Association, Washington, D.C.
Agreement between Rhode Island Board of Governors for Higher Education and Community College of Rhode Island Faculty Association (NEA/CCRIFA), 1985-1987 and 1987-90.
92p. 1mf. L1 ED 294 611
Agreement between the Massachusetts Board of Regents of Higher Education for the Massachusetts Regional Community Colleges and the Massachusetts Community College Council/Massachusettes Teachers Association, an Affiliate of the National Education Association for Academic Years 1983-84 to 1985-86 and 1986-87 to 1988-89.
140p. 2mf. L1 ED 294 604
Community College Agreement between the Alaska Community Colleges' Federation of Teachers Local 2404, AFT, and the University of Alaska, April 1, 1984-March 31, 1987.
92p. 1mf. L1 ED 294 598
Education as a Career.
58p. 1mf. L2 ED 294 848
Employee Contract between State of Minnesota/Minnesota State Board for Community Colleges and Minnesota Community College Faculty Association, 1985-87.
88p. 1mf. L1 ED 294 605
Faculty Personnel Policy Statement Adopted by the Board of Governors of the Pima County Community College District, State of Arizona, for 1987-88.
103p. 2mf. L1 ED 294 599
Master Agreement between Dawson Community College Board of Trustees and Glendive Federation of Teachers, Local No. 3402, American Federation of Teachers, AFL-CIO, for 1986-87.
13p. 1mf. L1 ED 294 606
Part-time, Temporary & Nontenure Track Faculty Appointments. Report and Recommendations.
19p. 1mf. L2 ED 294 477
Selected Collective Bargaining Agreements of Maryland Two-Year Colleges.
98p. 2mf. L1 ED 294 603
Selected Collective Bargaining Agreements of Kansas Two-Year Colleges.
363p. 4mf. L1 ED 294 602
Selected Collective Bargaining Agreements of Iowa Two-Year Colleges.
366p. 4mf. L1 ED 294 601
Selected Collective Bargaining Agreements of Florida Two-Year Colleges.
502p. 6mf. L1 ED 294 600
Selected Collective Bargaining Agreements of Oregon Two-Year Colleges.
554p. 6mf. L1 ED 294 610
Selected Collective Bargaining Agreements of Washington Two-Year Colleges.
1050p. 11mf. L1 ED 294 612
Selected Collective Bargaining Agreements of Nebraska Two-Year Colleges.
164p. 2mf. L1 ED 294 607
Selected Collective Bargaining Agreements of Pennsylvania Two-Year Colleges.
765p. 8mf. L1 ED 294 608
Selected Collective Bargaining Agreements of Ohio Two-Year Colleges.
385p. 5mf. L1 ED 294 609
Selected Collective Bargaining Agreements of Wisconsin Two-Year Colleges.
791p. 9mf. L1 ED 294 613
Strategic Context of Education in America, 1985-1995.
81p. 1mf. L1 ED 294 790
VTI Board of Trustees Agreement with Maine Teachers Association VTI Faculty Unit, 1986-1987 and 1987-1989.
72p. 1mf. L1 ED 294 644

National Education Association, Washington, D.C. Div. of Instruction and Professional Development.
National Cutoff Date for Students Entering Kindergarten or First Grade. Promoting State Legislation.
29p. 1mf. L2 ED 294 673

National Endowment for the Arts, Washington, D.C.
Alaska Arts Resource Directory.
53p. 1mf. L1 ED 294 778

National Endowment for the Arts, Washington, DC. Research Div.
Perspectives on the American Audience for Art Museums: A Research Monograph Based on the 1985 Survey of Public Participation in the Arts. Revised Edition.
108p. 2mf. L1 ED 294 780
Sourcebook of Arts Statistics: 1987.
816p. 9mf. L1 ED 294 828

National Governors' Association, Washington, D.C.
Assessment of Adult and Youth Performance Standards under the Job Training Partnership Act. Research Report Series.
61p. 1mf. L1 ED 294 055
Designing and Implementing Youth Programs: Job Training Partnership Act Youth Employment Forums Manual.
217p. 3mf. L2 ED 294 049
Making America Work. Productive People, Productive Policies.
38p. 1mf. L2 ED 293 978

National Governors' Association, Washington, DC. Center for Policy Research and Analysis.
Using JTPA Performance Standards as a State Policy Tool.
21p. 1mf. L2 ED 294 058

National Information Center for Handicapped Children and Youth, Washington, DC.
Least Restrictive Environment: Knowing One When You See It. News Digest #5.
9p. 1mf. L1 ED 294 368
Minority Issues in Special Education: A Portrait of the Future. News Digest #9.
9p. 1mf. L1 ED 294 371
Procedural Safeguards Insuring That Handicapped Children Receive a Free Appropriate Public Education. News Digest #7.
9p. 1mf. L1 ED 294 370
Social Skills. News Digest #6.
9p. 1mf. L1 ED 294 369
Transition: The Roles of Parents, Students, and Professionals. Transition Summary #4.
9p. 1mf. L1 ED 294 367

National Inst. for Educational Research, Tokyo (Japan).
Educational Cooperation in Asia and the Pacific: 20 years of NIER's Activities.
123p. 2mf. L1 ED 294 309

National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
Becoming a Woman: Considerations in Educating Adolescents about Menstruation. Revised 1988. Working Paper No. 169.
30p. 1mf. L2 ED 294 860
Beyond Stereotypes. Who Becomes a Single Teenage Mother?
101p. 2mf. L2 ED 294 975
Parenthood and the Attitudes of Young Adults. A RAND Note.
12p. 1mf. L2 ED 294 688

National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Population Research.
Effects of Parenthood on the Career Orientation and Job Characteristics of Young Adults. A Rand Note.
36p. 1mf. L2 ED 294 044

National Inst. of Education (ED), Washington, DC.
Bilingual Education: Symbolic Meaning and Support among Non-Hispanics.
95p. 1mf. L1 ED 294 464
Reading and Writing as Ways of Knowing and Learning. Technical Report No. 423.
19p. 1mf. L1 ED 294 136

National Inst. of Handicapped Research (ED), Washington, D.C.
Focal Point. Volume 1, Fall 1986--Spring/Summer 1987.
37p. 1mf. L1 ED 294 352

National Inst. of Mental Health (DHHS), Bethesda, Md.
Focal Point. Volume 1, Fall 1986--Spring/Summer 1987.
37p. 1mf. L1 ED 294 352

National Inst. of Mental Health (DHHS), Rockville, MD.
Citizen Evaluation in Practice: A Casebook on Citizen Evaluation of Mental Health and Other Services.
170p. 2mf. L1 ED 294 091
Plain Talk About...Aging. Plain Talk Series.
5p. 1mf. L1 ED 294 076

National Inst. of Mental Health (DHHS), Rockville, Md.
Race and Rape: The Black Woman as Legitimate Victim.
36p. 1mf. L1 ED 294 970

National Inst. of Mental Health (DHHS), Rockville, MD. Center for Minority Group Mental Health Program.
Cross Cultural Validation of TEMAS (Minority Version). A Pluralistic Projective Test.
48p. 1mf. L1 ED 294 879

National Inst. on Aging (DHHS/PHS), Bethesda, MD.
Progress Report on Geriatric Medicine.
16p. 1mf. L1 ED 294 135

National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
Programs, Activities & Directions.
26p. 1mf. L1 ED 294 118

National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
Study of the Special Problems and Needs of American Indians with Handicaps Both On and Off the Reservation. Volume I: Executive Summary.
25p. 1mf. L1 ED 294 342
Study of the Special Problems and Needs of American Indians with Handicaps Both On and Off the Reservation. Volume II: Individual Reports. Volume III: Appendices.
337p. 4mf. L1 ED 294 343

National Institutes of Health (DHHS), Bethesda, Md.
Local Predictive Influence. Technical Report No. 503. November 1987.
17p. 1mf. L1 ED 294 881

National Library of Canada, Ottawa (Ontario).
Notable Canadian Children's Books, 1984 Supplement = Un Choix de Livres Canadiens pour la Jeunesse, Supplement 1984.
50p. 1mf. L1 ED 294 591

National Library of Medicine (DHHS/NIH), Bethesda, Md.
Depression and Suicide in Childhood. January 1983 through April 1987. National Library of Medicine Literature Search No. 87-5.
18p. 1mf. L1 ED 294 097
Differential Diagnosis of Alzheimer's and Other Dementing Diseases. January 1983 through June 1987. National Library of Medicine Literature Search No. 87-6.
48p. 1mf. L1 ED 294 096

National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
Improved Career Decision Making through the Use of Labor Market Information (ICDM) Trainer's Guide. 4th Edition.
206p. 3mf. L1 ED 294 065

National School Boards Association, Alexandria, VA. Educational Policies Service.
Science Fairs: The Whys and Hows.
6p. 1mf. L1 ED 294 311

National Science Foundation, Washington, D.C.
Cognition, Construction of Knowledge, and Teaching.
20p. 1mf. L1 ED 294 754
Connectionist Learning Procedures.
70p. 1mf. L1 ED 294 889
Fundamental Theorem of Prevision. Technical Report No. 506. November 1987.
45p. 1mf. L1 ED 294 880
Gender Differences in Verbal Ability: A Meta-Analysis.
75p. 1mf. L1 ED 294 919
Indicator Systems for Monitoring Mathematics and Science Education.
96p. 1mf. L2 ED 294 738
Problem Solving: Learning from Experts and Novices.
11p. 1mf. L1 ED 294 752
Promoting Expert-Like Behavior among Beginning Physics Students.
48p. 1mf. L1 ED 294 751
Relation between Problem Categorization and Problem Solving among Novices and Experts.
27p. 1mf. L1 ED 294 753
Toward a Scientific Practice of Mathematics Education.
28p. 1mf. L1 ED 294 747
van Hiele Model of Thinking in Geometry among Adolescents. Journal for Research in Mathematics Education Monograph Number 3.
195p. mf. L3 ED 294 770

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
Doctoral Scientists and Engineers: A Decade of Change. Special Report. Surveys of Science Resources Series.
119p. 2mf. L1 ED 294 758
U.S. Scientists and Engineers: 1982, Volume 2. Surveys of Science Resources Series.
111p. 2mf. L1 ED 294 767

National Science Foundation, Washington, D.C. National Science Board.
Science & Engineering Indicators--1987.
382p. 4mf. L1 ED 294 746
State of U.S. Science and Engineering. A View from the National Science Board.
6p. 1mf. L1 ED 294 748

National Staff Development Council, Oxford, OH.
Essential Ingredients: Cooperation between Universities and School Districts on Staff Development. Occasional Paper No. 16.
12p. 1mf. L1 ED 294 838
Factors to Consider in Planning Effective Staff Development Programs. Occasional Paper No. 17.
29p. 1mf. L1 ED 294 839
Perceptions of Professors and Practitioners Concerning the Practices Which Define the RPTIM Model for Staff Development. Occasional Paper No. 15.
31p. 1mf. L1 ED 294 837
What's So Hard about Staff Development? A Study in Face-to-Face Interaction. Occasional Paper No. 14.
18p. 1mf. L1 ED 294 836

National Univ. Continuing Education Association, Washington, DC. Independent Study Div.
Independent Study Program Profiles 1986-1987. Final Report.
67p. 1mf. L1 ED 294 045

Navy Personnel Research and Development Center, San Diego, Calif.
Evaluation of "Polyweighting" in Domain-Referenced Testing.
32p. 1mf. L1 ED 294 911

Nevada Univ., Reno. Center for Learning and Literacy.
"On the Hurricane Deck of a Mule": Teaching Adults To Read Using Language-Experience and Oral History Techniques.
149p. 2mf. L1 ED 294 155

New Hampshire State Dept. of Education, Concord.
New Hampshire Comprehensive Guidance and Counseling Program: A Guide to an Approved Model for Program Development.
153p. 2mf. L2 ED 294 122

New York State Education Dept., Albany.
Alcohol/Drug-Free Schools in New York State. Planning and Policy Guidelines.
99p. 2mf. L1 ED 294 120
Education and Community Renewal: Assessment of Need in Distressed Communities.
51p. 1mf. L1 ED 294 961
Report by the Board of Regents to the Governor and the Legislature on the Aid for Part-Time Study Program: 1987. The Third Year.
19p. 1mf. L1 ED 294 505

New York State Education Dept., Albany. Office of the Professions.
Measures of Public Service: The Past Decade (1977-1986).
21p. 1mf. L1 ED 294 475

New Zealand Council for Educational Research, Wellington.
National Survey of New Zealand Journalists. A Summary Report.
9p. 1mf. L1 ED 294 228

North Carolina State Board of Education, Raleigh.
Carnegie Call for Reform: A Second Wave for North Carolina? Proceedings Report.
34p. 1mf. L1 ED 294 850
Uniform Budget Manual, North Carolina Public Schools.
62p. 1mf. L1 ED 294 307

North Carolina State Dept. of Public Education, Raleigh. Div. of Student Information Management.
Student Information Management System (SIMS). The SIMS School System Conversion Manual. Revised: May 1, 1987.
130p. 2mf. L1 ED 294 310

North Carolina State Dept. of Public Instruction, Raleigh.
Longitudinal Analyses of Achievement Data from Durham County (NC) Schools.
37p. 1mf. L1 ED 294 923

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
Communications Systems, Grade 9-10. Technology Education Course Guide.
66p. 1mf. L1 ED 294 286
Competency-Based Employability Skills Program.
376p. 4mf. L1 ED 294 062
Media Communications Systems, Grade 11-12. Technology Education Course Guide.
77p. 1mf. L1 ED 294 285

North Carolina Univ., Chapel Hill. Center for Early Adolescence.
Portrait of Young Adolescents in the 1980's.
28p. 1mf. L2 ED 294 649

North Carolina Univ., Chapel Hill. L.L. Thurstone Psychometric Lab.
Longitudinal Analyses of Achievement Data from Durham County (NC) Schools.
37p. 1mf. L1 ED 294 923

North Carolina Univ., Charlotte.
Social Reciprocity: Early Intervention Emphasis for Young Children with Severe/Profound Handicaps. Working Paper #1. Charlotte Circle Project.
19p. 1mf. L1 ED 294 362

North Carolina Univ., Greensboro. School of Education.
Educational Reform: Making the Best Choices for North Carolina. Summary of Proceedings. (Greensboro, North Carolina, May 21-22, 1987).
58p. 1mf. L1 ED 294 304

North East Association for Institutional Research.
Assessment: Fad or Fact of Life? Proceedings of the North East Association for Institutional Research Annual Conference (14th, Rochester, New York, October 25-27, 1987).
294p. 4mf. L1 ED 294 494
Survey Research: What Works for the Institutional Researcher. Institutional Research Information Series No. 1.
102p. 2mf. L1 ED 294 497

North Texas State Univ., Denton.
Improved Career Decision Making through the Use of Labor Market Information (ICDM) Trainer's Guide. 4th Edition.
206p. 3mf. L1 ED 294 065

Northern Arizona Univ., Flagstaff. Native American Research and Training Center.
Study of the Special Problems and Needs of American Indians with Handicaps Both On and Off the Reservation. Volume II: Individual Reports. Volume III: Appendices.
337p. 4mf. L1 ED 294 343
Study of the Special Problems and Needs of American Indians with Handicaps Both On and Off the Reservation. Volume I: Executive Summary.
25p. 1mf. L1 ED 294 342

Northern Michigan Univ., Marquette. Univ. Libraries.
Reference Procedures Manual and Reference Policies Manual.
30p. 1mf. L1 ED 294 584

Northern Trails Area Education Agency. Clear Lake, Iowa.
Project KIT (Kids in Transition) Educators Resource Book: A Process of Planning for Change. Revised.
80p. 1mf. L1 ED 294 404
Project KIT (Kids in Transition) Parent Notebook. A Process of Planning for Change. Revised.
83p. 1mf. L1 ED 294 405

Oakland Univ., Rochester, Mich.
Career Paths in Higher Education Administration.
35p. 1mf. L1 ED 294 506

Office of Educational Research and Improvement (ED), Washington, DC.
Alienation and Commitment of Students and Teachers in Urban High Schools.
36p. 1mf. L1 ED 294 959
American Indian Exceptional Children and Youth. An ERIC Exceptional Child Education Report.
71p. 1mf. L1 ED 294 338
Analysis of the Comparability of Teacher Salaries to the Earnings of Other College Graduates in the Southeast. 1987 Update. Research Report 07-010.
42p. 1mf. L1 ED 294 851
Beginning Look at the What and How of Restructuring.
37p. 1mf. L1 ED 294 326
Children At Risk: An Urban Education Network Conference Proceedings. (Louisville, KY, December 1985). Occasional Paper No. 023.
42p. 1mf. L1 ED 294 974
Collaborative Arrangements.
9p. 1mf. L1 ED 294 956
Concrete-to-Abstract Software Ramp: Environments for Learning Multiplication, Division and Intensive Quantity. Technical Report 87-8.
51p. 1mf. L1 ED 294 713
Cooperative Learning.
7p. 1mf. L1 ED 294 853
Creating Humane Climates Outdoors: A People Skills Primer.
104p. 2mf. L1 ED 294 706
Critical Ingredients for School Improvement Efforts.
20p. 1mf. L1 ED 294 325
Curriculum Organization in Outcome-Based Education.
9p. 1mf. L1 ED 294 313
Developing Effective Instructional Programs.
26p. 1mf. L1 ED 294 950
Dimensions of Thinking: A Framework for Curriculum and Instruction.
175p. 2mf. L2 ED 294 222
Discourse Organization in the Comprehension of Narrative Texts. Technical Report No. 428.
20p. 1mf. L1 ED 294 151
Effectiveness of the Study Group as an R&D Methodology. Occasional Paper No. 024.
49p. 1mf. L2 ED 294 864
Evaluation of Chapter I in the Montgomery County Public Schools. Chapter I Students in the Montgomery County Public Schools: A Description and Follow-up.
45p. 1mf. L1 ED 294 947
Evaluation Processes in Schools and Classrooms. Report No. 12. May, 1987.
98p. 2mf. L1 ED 294 890
Explicit Comprehension Instruction: A Review of Research and a New Conceptualization of Instruction. Technical Report No. 427.
21p. 1mf. L1 ED 294 152
Five Tips To Improve Teaching. Research in Brief.
3p. 1mf. L1 ED 294 863
Fostering Comprehension by Reading Books to Kindergarten Children. Technical Report No. 426.
35p. 1mf. L1 ED 294 138
Fostering Minority Access and Achievement in Higher Education: The Role of Urban Community Colleges and Universities.
244p. mf. L3 ED 294 468
Guided Inquiry and Technology: A Year Long Study of Children and Teachers Using the Geometric Supposer. ETC Technical Report 88-6. Final Report.
142p. 2mf. L1 ED 294 711
Head and Hand: An Action Approach to Thinking. Occasional Paper No. 3.
20p. 1mf. L1 ED 293 999
Helping Limited English Proficient Students Succeed.
14p. 1mf. L1 ED 294 953
Hothousing Young Children: Implications for Early Childhood Policy and Practice.
3p. 1mf. L1 ED 294 653
Improving Teacher Effectiveness.
22p. 1mf. L1 ED 294 954
Making Schools Work for Underachieving Minority Students: Next Steps for Research, Policy and Practice. Report on Local Activities. Proceedings of the Conference (Los Angeles, California, June 25-26, 1987).
323p. 4mf. L1 ED 294 948
Mastery Learning Reconsidered. Report No. 7. January, 1987.
84p. 1mf. L1 ED 294 891
Mathematical, Technical, and Pedagogical Challenges in the Graphical Representation of Functions. Final Technical Report 88-4.
124p. 2mf. L1 ED 294 712
Mathematics Learning in the Elementary School. ERIC/SMEAC Mathematics Education Digest No. 2, 1987.
4p. 1mf. L1 ED 294 719
Models of Effective Migrant Education Programs.
123p. 2mf. L1 ED 294 704
National Surveys of Successful Teachers of Writing and Their Students: The United Kingdom and the United States. Technical Report No. 14.
53p. 1mf. L1 ED 294 244
Preparing Students for Success at the Postsecondary Level.
24p. 1mf. L1 ED 294 952
Reappraisal of Instructional Television. ERIC Digest.
3p. 1mf. L1 ED 294 569
Reducing Dropouts.
41p. 1mf. L1 ED 294 951
Resources in Education (RIE). Volume 23, Number 10.
p. mf. L2 ED 293 975
Role of Testing and Evaluation.
104p. 2mf. L1 ED 294 955
Rural Education in the Northeast United States.
33p. 1mf. L1 ED 294 708
Special Education for Migrant Students.
41p. 1mf. L1 ED 294 703
Teachers' Thinking about Students' Thinking about Geometry: The Effects of New Teaching Tools. Technical Report 88-1.
38p. 1mf. L1 ED 294 724
Using the Outdoors To Teach Language Arts.
96p. 1mf. L1 ED 294 705

Office of Human Development Services (DHHS), Washington, D.C.
Disabled Children's Project. Annual Report, September 1, 1986, through August 31, 1987. Innovations in Child Protective Services.
77p. 1mf. L1 ED 294 357

Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
Connectionist Learning Procedures.
70p. 1mf. L1 ED 294 889

Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Project INTERFACE: Identification of Effective Implementation Strategies for Integrating Microcomputer Instruction into Ongoing Educational Services for the Handicapped. Final Report, 1984-86.
112p. 2mf. L1 ED 294 355

Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
Implementation of the Education of the Handicapped Act Public Law 94-142 . Tenth Annual Report to Congress.
434p. 5mf. L1 ED 294 410

Office of Vocational and Adult Education (ED), Washington, DC.
All Indian Pueblo Council, Inc. Vocational Education Program Curriculum Materials.
60p. 1mf. L1 ED 294 020

Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
Improving Career Development through Counselor Education Programs. Proceedings of the 1985 Counselor Education Career Development Workshop Series.
167p. 2mf. L1 ED 294 059

Ohio State Univ., Columbus. Graduate School.
First the Look and Then the Sound: Creating Conversations at Circle Time.
44p. 1mf. L1 ED 294 689

Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.
Investigations in Mathematics Education. Volume 20, Number 3.
71p. 1mf. L1 ED 294 715

Oklahoma State Dept. of Education, Oklahoma City. Curriculum Div.
Suggested Learner Outcomes: Language Arts, Math, Reading, Science, Social Studies. Grades 1-8. 2nd Edition.
156p. 2mf. L1 ED 294 817

Old Adobe Union School District, Petaluma, CA.
Using Literature To Teach in All Curriculum Areas K-3.
69p. 1mf. L1 ED 294 694

Ontario Association of Education Administrative Officials, Toronto.
Cost of Adult Continuing Education in Ontario.
241p. 3mf. L1 ED 294 004

Ontario Dept. of Education, Toronto.
Cost of Adult Continuing Education in Ontario.
241p. 3mf. L1 ED 294 004
Ontario Science Education Report Card. Canadian National Comparisons. Research Brief.
94p. 1mf. L1 ED 294 726

Ontario Inst. for Studies in Education, Toronto.
Holistic Curriculum.
140p. mf. L3 ED 294 845

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
Access to Video Equipment for Study Purposes: Undergraduate Students in 1986. Findings from the Costs/Access Survey 1986. Report No. 5.
19p. 1mf. L1 ED 294 557
Computer Assisted Learning or Communications: Which Way for Information Technology in Distance Education? Information Technology Paper No. 250.
18p. 1mf. L1 ED 294 558
Integrating Television and Audio-Cassettes. A Case Study of TV6, E206: Personality Development and Learning. IET Paper No. 251.
10p. 1mf. L1 ED 294 559
Learning from Television. IET Paper No. 266.
21p. 1mf. L1 ED 294 560

Oregon School Study Council, Eugene.
Developmental Approach to Kindergarten: Profile of an Expert Teacher.
34p. 1mf. L1 ED 294 679

Oregon Univ., Eugene. Rehabilitation Research and Training Center in Mental Retardation.
Secondary Level Teacher Training Program. June 1, 1984-August 31, 1987.
114p. 2mf. L2 ED 294 366

Organisation for Economic Cooperation and Development, Paris (France).
Intergovernmental Conference on Education and the Economy in a Changing Society: Conclusions of the Chairman.
7p. 1mf. L2 ED 294 683

ORI, Inc., Bethesda, Md. Information Systems Div.
Resources in Education (RIE). Volume 23, Number 10.
p. mf. L2 ED 293 975

Overseas Education Fund, Washington, DC.
Navamaga: Training Activities for Group Building, Health and Income Generation.
335p. 4mf. L2 ED 294 001

Papua and New Guinea Univ., Port Moresby. Educational Research Unit.
Evaluation of the Viles Tok Ples Skul Scheme in the North Solomons Province. ERU Report No. 51.
196p. 3mf. L2 ED 294 443

Parents and Teachers for Social Responsibility, Moretown, VT.
What about the Children? The Threat of Nuclear War and Our Responsibility To Preserve This Planet for Future Generations. Samantha Smith Edition.
23p. 1mf. L1 ED 294 811

Pasco School District 1, Wash.
Effectiveness of Preschool; and Comparing Full-Day, Half-Day, and Alternate-Day Kindergartens.
110p. 2mf. L1 ED 294 648

Peace Corps, Bukavu (Zaire). Teaching Center.
Ciluba. Livre du formateur (Ciluba. Teacher's Manual).
192p. 2mf. L1 ED 294 441
Kikongo. Livre du formateur (Kikongo. Teacher's Manual).
194p. 3mf. L1 ED 294 442
Lingala. Livre du formateur (Lingala. Teacher's Manual).
227p. 3mf. L1 ED 294 440

Peace Corps, Dakar (Senegal).
Wolof Teachers Manual. Draft Chapters I-VI.
101p. 2mf. L1 ED 294 420

Peace Corps, Freetown (Sierra Leone).
Krio Language Manual. Revised Edition.
238p. 3mf. L1 ED 294 418
Mende Language Manual. Revised Edition.
115p. 2mf. L1 ED 294 419
Susu Language Manual: Sierra Leone.
69p. 1mf. L1 ED 294 421

Peace Corps, Gaborone (Botswana).
Peace Corps Botswana Language Teacher Training Workshop Report (Gaborone, Botswana, Africa, June 3-13, 1985).
71p. 1mf. L1 ED 294 416

Peace Corps, Honiara (Solomon Islands).
Iumi Lanem Pijin. A Basic Course in Solomon Islands Pidgin.
178p. 2mf. L1 ED 294 417

Peace Corps, Niger (Nigeria).
Lecons speciales Hausa (Hausa Special Lessons).
49p. 1mf. L1 ED 294 415

Peace Corps, Quito (Ecuador). Training Center.
Aprendemos Espanol. (Let's Learn Spanish).
180p. 2mf. L1 ED 294 429

Peace Corps, Rabat (Morocco).
Vous de Parler. French Trainee Book.
365p. 4mf. L1 ED 294 422

Peace Corps, Washington, D.C.
Mauritanian Arabic. Communication and Culture Handbook. Peace Corps Language Handbook Series.
323p. 4mf. L1 ED 294 423
Siswati Special Skills Handbook. Peace Corps Language Handbook Series.
118p. 2mf. L1 ED 294 413
Spoken Tunisian Arabic. First Draft.
60p. 1mf. L1 ED 294 424
Tuvaluan Lexicon.
807p. 9mf. L1 ED 294 414

Pennsylvania School Boards Association, New Cumberland.
Mastering the Basics of Effective School Board Service.
170p. 2mf. L1 ED 294 305

Pennsylvania State Dept. of Education, Harrisburg.
PA Industry & Adult Education: A New Partnership. Final Report.
131p. 2mf. L1 ED 293 980

Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic Education.
Success Stories 1978-1988. The Past & Present. Tenth Anniversary Celebration.
50p. 1mf. L1 ED 293 985

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.
Abreast of the Lawmakers: State Level Public Policy Affecting Community College Education, Input 1984. A Report to the National Council of State Directors of Community and Junior Colleges (NCSDCJC).
51p. 1mf. L1 ED 294 638
State Legislation and State Level Public Policy Affecting Community, Junior, and Two-Year Technical College Education, 1985. A Report to the National Council of State Directors of Community and Junior Colleges (NCSDCJC).
47p. 1mf. L1 ED 294 639

Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Mission Possible: Innovations in the Bronx Schools. Fastback 269.
33p. 1mf. L1 ED 294 960
Preschool Programs for Handicapped Children. Fastback 257.
36p. 1mf. L1 ED 294 359

Phi Delta Kappa, Bloomington, IN. Center on Evaluation, Development, and Research.
Dropouts, Pushouts and Other Casualties. Hot Topics Series.
238p. 3mf. L1 ED 294 972

Pima County Community Coll. District, AZ. Board of Governors.
Faculty Personnel Policy Statement Adopted by the Board of Governors of the Pima County Community College District, State of Arizona, for 1987-88.
103p. 2mf. L1 ED 294 599

Plymouth State Coll., N.H.
New Hampshire Comprehensive Guidance and Counseling Program: A Guide to an Approved Model for Program Development.
153p. 2mf. L2 ED 294 122

Population Reference Bureau, Inc., Washington, D.C.
Demographics: People and Markets.
53p. 1mf. L1 ED 294 802
Food and Population: Beyond Five Billion.
45p. 1mf. L1 ED 294 813
Understanding Population Projections.
49p. 1mf. L1 ED 294 789

Portland State Univ., Oreg. Regional Research Inst. for Human Services.
Focal Point. Volume 1, Fall 1986--Spring/Summer 1987.
37p. 1mf. L1 ED 294 352

Procter and Gamble Educational Services, Cincinnati, OH.
Public Relations Guide. Featuring PR Tools, PR Techniques, How To Set Up a PR Seminar. Revised Edition.
53p. 1mf. L2 ED 294 804

Public Agenda Foundation, New York, NY.
Freedom of Speech: Where To Draw the Line. National Issues Forums.
42p. 1mf. L1 ED 294 786

Public Education Fund, Pittsburgh, PA.
Local Education Fund. A Handbook.
28p. 1mf. L1 ED 294 935
Local Education Fund. A Resource Guide.
49p. 1mf. L1 ED 294 936

Public Health Service (DHHS), Rockville, Md.
Migrant Farmworkers in the Oak Orchard Health Service Area. A Descriptive Profile and Assessment of Health Care Needs and Economic Impact.
118p. 2mf. L1 ED 294 707

Public School Forum of North Carolina, Raleigh.
Carnegie Call for Reform: A Second Wave for North Carolina? Proceedings Report.
34p. 1mf. L1 ED 294 850

Queensland Univ., St. Lucia (Australia). Dept. of Education.
Checklist for Designing or Evaluating Inservice Education Proposals.
54p. 1mf. L1 ED 294 303

Radford City Schools, Va.
Getting Started with French or Spanish in the Elementary School: FLES Materials and the Cost in Time and Money.
9p. 1mf. L1 ED 294 450
Getting Started with French or Spanish in the Elementary School: Curriculum for French, Grades 4-7, FLES Approach.
12p. 1mf. L1 ED 294 449

Rand Corp., Santa Monica, Calif.
Assessing the Outcome of Affirmative Action in Medical Schools. A Study of the Class of 1975.
58p. 1mf. L2 ED 294 969
Beyond Stereotypes. Who Becomes a Single Teenage Mother?
101p. 2mf. L2 ED 294 975
Effects of Parenthood on the Career Orientation and Job Characteristics of Young Adults. A Rand Note.
36p. 1mf. L2 ED 294 044
Indicator Systems for Monitoring Mathematics and Science Education.
96p. 1mf. L2 ED 294 738
Job Stability among Young Women: A Comparison of Traditional and Nontraditional Occupations. A Rand Note.
33p. 1mf. L2 ED 294 043
Parenthood and the Attitudes of Young Adults. A RAND Note.
12p. 1mf. L2 ED 294 688

Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.
Beginning Look at the What and How of Restructuring.
37p. 1mf. L1 ED 294 326
Rural Education in the Northeast United States.
33p. 1mf. L1 ED 294 708

Rehabilitation Services Administration (ED), Washington, DC.
Job Coaching in Supported Work Programs.
164p. 2mf. L1 ED 294 050

Research for Better Schools, Inc., Philadelphia, Pa.
Critical Ingredients for School Improvement Efforts.
20p. 1mf. L1 ED 294 325
Special Education: Views from America's Cities.
95p. 1mf. L1 ED 294 364

Rhode Island State Board of Governors for Higher Education, Providence.
Agreement between Rhode Island Board of Governors for Higher Education and Community College of Rhode Island Faculty Association (NEA/CCRIFA), 1985-1987 and 1987-90.
92p. 1mf. L1 ED 294 611

San Diego City Schools, CA. Planning, Research and Evaluation Div.
Promotion and Retention Policy Implementation Study No. 463.
43p. 1mf. L1 ED 294 982

Scottish Council for Research in Education.
Window on the Workplace? Pupils' and Employers' Views of a Work Experience Scheme.
62p. 1mf. L2 ED 294 037

SOI Systems, Vida, OR.
Brain Research: The Necessity for Separating Sites, Actions and Functions.
9p. 1mf. L1 ED 294 374

Soil Conservation Service (DOA), Ames, IA.
Natural Resources Education Notebook.
270p. 3mf. L2 ED 294 756

South Carolina Educational Television Network Columbia.
Guide to Evaluated Educational Software. SEED Software Annotations.
171p. 2mf. L1 ED 294 564
Primer for In-School Productions.
25p. 1mf. L1 ED 294 566

South Carolina State Dept. of Health and Environmental Control, Columbia.
Differences in Participation in a Support Program for Adolescent Mothers.
15p. 1mf. L1 ED 294 083

Southeastern Educational Improvement Lab., Research Triangle Park, NC.
Analysis of the Comparability of Teacher Salaries to the Earnings of Other College Graduates in the Southeast. 1987 Update. Research Report 07-010.
42p. 1mf. L1 ED 294 851
Carnegie Call for Reform: A Second Wave for North Carolina? Proceedings Report.
34p. 1mf. L1 ED 294 850
Guide to Evaluated Educational Software. SEED Software Annotations.
171p. 2mf. L1 ED 294 564

Southern Illinois Univ., Carbondale.
Films and Video: Literature Film Catalog.
44p. 1mf. L1 ED 294 267

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Establishing Service Goals for School Dropouts under the Job Training Partnership Act. Final Report.
100p. 2mf. L1 ED 294 056

Southwest Voter Research Inst., San Antonio, TX.
Falling through the Safety Net: Latinos and the Declining Effectiveness of Anti-Poverty Programs in the 1980s. Public Policy Report 1.
20p. 1mf. L1 ED 294 946

Special Education Parents Alliance, Glen Ellyn, IL.
Special Education Parents Alliance. Parent-Professional Teamwork Employment Project for Persons with Disabilities: "How-To" Booklet.
20p. 1mf. L1 ED 294 379

Special Education Programs (ED/OSERS), Washington, DC.
Least Restrictive Environment: Knowing One When You See It. News Digest #5.
9p. 1mf. L1 ED 294 368
Minority Issues in Special Education: A Portrait of the Future. News Digest #9.
9p. 1mf. L1 ED 294 371
Procedural Safeguards Insuring That Handicapped Children Receive a Free Appropriate Public Education. News Digest #7.
9p. 1mf. L1 ED 294 370
Siblings as Communication Trainers for Prelinguistic Infants with Down Syndrome.
175p. 2mf. L1 ED 294 356
Social Skills. News Digest #6.
9p. 1mf. L1 ED 294 369
State Graduation Policies and Program Practices Related to High School Special Education Programs: A National Study.
64p. 1mf. L1 ED 294 347
Transition Literature Review Educational, Employment, and Independent Living Outcomes, Volume 2.
327p. 4mf. L1 ED 294 383
Transition: The Roles of Parents, Students, and Professionals. Transition Summary #4.
9p. 1mf. L1 ED 294 367

Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
Social Reciprocity: Early Intervention Emphasis for Young Children with Severe/Profound Handicaps. Working Paper #1. Charlotte Circle Project.
19p. 1mf. L1 ED 294 362

Stanley Foundation, Muscatine, Iowa.
Khomeini, the Future, and U.S. Options. Policy Paper 38.
48p. 1mf. L1 ED 294 822

State and Regional Higher Education Center, Florida.
Two-Year College Alumni Programs: Practices and Possibilities.
9p. 1mf. L1 ED 294 629

State Univ. of New York, Albany. Office of Institutional Research and Analytical Studies.
Instructional Locations Away from the Main Campus, Fall 1987. State University of New York. Report No. 16-88.
138p. 2mf. L1 ED 294 491
Trends in Tuition and Other Basic Student Charges, 1963-64 through 1987-88 with Typical Student Costs, 1980-81 through 1987-88. State University of New York. Report No. 19-88.
159p. 2mf. L1 ED 294 492

State Univ. of New York, Buffalo. Regional Economic Assistance Center.
Migrant Farmworkers in the Oak Orchard Health Service Area. A Descriptive Profile and Assessment of Health Care Needs and Economic Impact.
118p. 2mf. L1 ED 294 707

Stellenbosch Univ. (South Africa).
Language Training in Industry with Special Reference to the Cape Town Metropolitan Area (Area 39).
76p. 1mf. L1 ED 294 428
Needs Analysis of Higher Primary Teachers in Kwa Zulu. Report of a Project: "Improvement of English Language Proficiency of Black Primary School Teachers in Southern Africa."
106p. 2mf. L1 ED 294 427
Per Linguam: A Journal of Language Learning, Vol. 1-3, 1985-1987.
365p. 4mf. L1 ED 294 426

TAFE National Centre for Research and Development, Payneham (Australia).
Man-Made Skill: Women Challenging the Tradition in England, Sweden and Germany. Ideas for Australia.
125p. 2mf. L1 ED 293 986
Occupational Clusters of the Engineering Technical Workforce.
200p. 3mf. L1 ED 294 046

Tarrant County Junior Coll., Hurst, Tex. Northeast Campus.
We've Got the "HOTS" for Foreign Languages: Higher Order Thinking Skills.
20p. 1mf. L1 ED 294 641

Teaching Research Infant and Child Center, Monmouth, Oreg.
Vocational Training for Students Who Are Seriously Emotionally Disturbed. Teaching Research.
9p. 1mf. L1 ED 293 997

Temple Univ., Philadelphia, Pa. National Center for the Study of Corporal Punishment and Alternatives in the Schools.
Psychological Abuse in the Schools: An Overview.
22p. 1mf. L1 ED 294 328
Psychological Trauma in the Schools: A Retrospective Study.
18p. 1mf. L1 ED 294 329

Tennessee State Dept. of Education, Nashville.
Supplemental Curriculum for Life Coping Skills for the Elderly. Project 310. Etowah City Schools.
90p. 1mf. L1 ED 293 976

Texas Coll. and Univ. System, Austin. Coordinating Board.
Analysis of Student Transfer and Persistence.
32p. 1mf. L1 ED 294 630
Texas College & University System Coordinating Board Articulation Workshop Report.
22p. 1mf. L1 ED 294 631

Texas Education Agency, Austin.
Development of the Texas Teacher Appraisal System.
37p. 1mf. L1 ED 294 323
English Language Arts Framework: Kindergarten-Grade 12.
130p. 2mf. L1 ED 294 174
Espanol para el hispanohablante. Funcion y nocion (Spanish for the Spanish Speaker. Function and Notion).
122p. 2mf. L1 ED 294 432

Texas Education Agency, Austin. Div. of Curriculum Development.
Documenting Mastery: An Inservice Presentation. Publication #CU7-370-02.
216p. 3mf. L1 ED 294 886

Texas State Dept. of Human Resources, Austin.
Disabled Children's Project. Annual Report, September 1, 1986, through August 31, 1987. Innovations in Child Protective Services.
77p. 1mf. L1 ED 294 357

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
Work Plan of APEID for the Fourth Programming Cycle 1987-1991. Programme Development Meeting (Bangkok, 28 May-June 2, 1986).
221p. 3mf. L2 ED 294 714

United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Attitudes of Young People in China to Family Formation. A Study in Urban and Rural Areas in Beijing and Sichuan.
123p. 2mf. L2 ED 294 700

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Marine Sciences.
Code of Practice for Scientific Diving: Principles for the Safe Practice of Scientific Diving in Different Environments. Unesco Technical Papers in Marine Science 53.
290p. 4mf. L2 ED 294 769

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
Training of Trainers in Educational Planning. Report of an IIEP Workshop (Nairobi, Kenya, June 29-July 10, 1987).
160p. 2mf. L2 ED 294 847

United Nations Educational, Scientific, and Cultural Organization, Santiago (Chile). Regional Office for Education in Latin America and the Caribbean.
Capacitacion de educadores para areas marginales--I: Caracteristicas y necesidades educativas de los ninos, jovenes y adultos en las poblaciones menos favorecidas, rurales y urbanas. Tercera edicion (Preparation of Educators for Marginal Areas--I: Educational Needs and Characteristics of Children, Youth and Adults in Disadvantaged Populations, Rural and Urban. Third Edition).
32p. 1mf. L1 ED 294 800

United Negro College Fund, Inc., New York, N.Y.
Retention Data Collection: Problems, Uses, and Suggested Methodology.
7p. 1mf. L1 ED 294 493

United States Information Agency, Washington, DC. Bureau of Educational and Cultural Affairs.
France: A Study of the Educational System of France and a Guide to the Academic Placement of Students in Educational Institutions of the United States. World Education Series.
290p. 4mf. L2 ED 294 472

University of Central Florida, Orlando.
Follow-up Study of Selected Graduates from the College of Education University of Central Florida: Final Report (#85-2).
68p. 1mf. L1 ED 294 832

University of Western Ontario, London.
Successful Learning: Strategies for College and University Students.
138p. 2mf. L1 ED 294 102

Virginia Commonwealth Univ., Richmond. Office of Continuing Education and Field Services.
Crime Prevention Services for Youth.
41p. 1mf. L1 ED 294 072

Virginia Crime Prevention Association, Richmond.
Crime Prevention Services for Youth.
41p. 1mf. L1 ED 294 072

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
Articulation Models and Systems: High School to Community Colleges and Community Colleges to Four Year Institutions.
29p. 1mf. L1 ED 294 628
Priorities for Research and Development in Vocational Education. Monographs Prepared in Partial Fulfillment of a Planning Grant for a National Center for Research in Vocational Education.
136p. 2mf. L1 ED 293 981

Virginia State Dept. of Community Colleges, Richmond.
Articulation Models and Systems: High School to Community Colleges and Community Colleges to Four Year Institutions.
29p. 1mf. L1 ED 294 628

Virginia State Dept. of Criminal Justice Services, Richmond.
Crime Prevention Services for Youth.
41p. 1mf. L1 ED 294 072

Virginia State Dept. of Education, Richmond.
Wall of Separation: Two Hundred Years of Mr. Jefferson's Idea. The Expansion of Religious Freedom in the United States.
50p. 1mf. L1 ED 294 773

Virginia Univ., Charlottesville. Inst. of Government.
Resources for Teaching Virginia Government.
515p. 6mf. L2 ED 294 788

Vocational and Rehabilitation Research Inst., Calgary (Alberta).
Mentally Handicapped Persons and Immigration: A Brief Review.
14p. 1mf. L1 ED 294 365
Restrictive Procedures Baselines.
41p. 1mf. L1 ED 294 408

Vocational Curriculum Resource Center of Maine, Fairfield.
From Craftsperson to Teacher: A Planning Document for a Vocational Teacher Development System in Maine.
29p. 1mf. L1 ED 294 015
Guidelines for Teaching Keyboarding.
16p. 1mf. L1 ED 294 014
PREP. Planning to Realize Educational Potential.
85p. 1mf. L1 ED 294 016

Voices for Illinois Children, Chicago.
Children's Agenda, 1988.
24p. 1mf. L1 ED 294 677

Washington Office of the State Superintendent of Public Instruction, Olympia, WA. Div. of Instructional Programs and Services.
English Language Arts: K-12 Curriculum Guidelines.
143p. 2mf. L1 ED 294 211

Washington State Dept. of Employment Security, Olympia.
Establishing Service Goals for School Dropouts under the Job Training Partnership Act. Final Report.
100p. 2mf. L1 ED 294 056

Washington State Occupational Information Coordinating Committee, Olympia.
Improved Career Decision Making through the Use of Labor Market Information (ICDM) Trainer's Guide. 4th Edition.
206p. 3mf. L1 ED 294 065

Washington Univ., Seattle. Center for Instructional Development and Research.
Instructional Uses of Computers at the University of Washington.
24p. 1mf. L1 ED 294 571
Instructional Uses of Microcomputers. Summary of 1984-1986 Projects.
18p. 1mf. L1 ED 294 572
Using Video to Enhance Instruction.
70p. 1mf. L1 ED 294 573

Waukesha Public Schools, Wis.
Foreign Language Scope and Sequence.
109p. 2mf. L1 ED 294 454

Wellesley Coll., Mass. Center for Research on Women.
Becoming a Woman: Considerations in Educating Adolescents about Menstruation. Revised 1988. Working Paper No. 169.
30p. 1mf. L2 ED 294 860
Educational Practitioners: Absent Voices in the Building of Educational Theory.
39p. 1mf. L1 ED 294 861

Westat, Inc., Rockville, MD.
Issues for Active State Management of the JTPA Title III Grant: A Guide for State Planners and Managers.
122p. 2mf. L1 ED 294 054
Sourcebook of Arts Statistics: 1987.
816p. 9mf. L1 ED 294 828

Western Australia Education Dept., Perth.
Combining Quantitative and Qualitative Methods in the Evaluation of an Alternative to Conventional High Schools.
19p. 1mf. L1 ED 294 905

Wisconsin Governor's Employment and Training Office, Madison.
Youth Employment Competencies. A Resource Manual. Volume I. Technical Assistance Guide 2:84. Volume II. Technical Assistance Guide 3:84.
139p. 2mf. L1 ED 294 052

Wisconsin State Dept. of Health and Social Services, Madison. Div. of Vocational Rehabilitation.
Women's Initiative Study: Access, Services, and Outcomes for Women with Disabilities in Vocational Rehabilitation.
97p. 2mf. L1 ED 294 000

Wisconsin State Dept. of Public Instruction, Madison.
Job Skills. Youth Employment Competency Tests and Curriculum Guide.
99p. 2mf. L1 ED 294 053
Steps to Starting a Small Business. Student Notebook.
146p. 2mf. L2 ED 294 039
Steps to Starting a Small Business. Teacher Guide. Entrepreneurship Curriculum.
161p. 2mf. L2 ED 294 038

Wisconsin State Dept. of Public Instruction, Madison. Bureau for Food and Nutrition Services.
Wisconsin's Donated Food Distribution Program Handbook.
51p. 1mf. L1 ED 294 962

Wisconsin Univ. System, Madison. Board of Regents.
Planning the Future: Report of the Regents on the Future of The University of Wisconsin System.
61p. 1mf. L1 ED 294 483

Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
Job Coaching in Supported Work Programs.
164p. 2mf. L1 ED 294 050

Wisconsin Univ., Madison. Inst. for Environmental Studies.
Earth Day and Environmental Education: Retrospect and Prospect. IES Monograph 1.
12p. 1mf. L1 ED 294 720

Wisconsin Univ., Madison. Vocational Studies Center.
Selecting and Evaluating Software for Vocational Education.
208p. 3mf. L2 ED 294 040
Steps to Starting a Small Business. Student Notebook.
146p. 2mf. L2 ED 294 039
Steps to Starting a Small Business. Teacher Guide. Entrepreneurship Curriculum.
161p. 2mf. L2 ED 294 038

Wisconsin Univ., Milwaukee, Employment & Training Inst.
Job Skills. Youth Employment Competency Tests and Curriculum Guide.
99p. 2mf. L1 ED 294 053

Women's Bureau (DOL), Washington, D.C.
Computer Chips and Paper Clips. Technology and Women's Employment. Volume I.
234p. 3mf. L2 ED 294 021
Computer Chips and Paper Clips. Technology and Women's Employment. Volume II. Case Studies and Policy Perspectives.
450p. 5mf. L2 ED 294 022
Retirement Equity Act of 1984: Its Impact on Women.
22p. 1mf. L1 ED 294 079

Women's Bureau of Sri Lanka, Colombo.
Navamaga: Training Activities for Group Building, Health and Income Generation.
335p. 4mf. L2 ED 294 001

Women's Educational Equity Act Program (ED), Washington, DC.
Discover: An Educational Opportunity for Women in Transition.
80p. 1mf. L2 ED 294 086
Gender Bias in SAT Items.
63p. 1mf. L1 ED 294 915

World Bank, Washington, D. C.
Africa's Agenda for Action: Reform Policies, Renew Progress.
6p. 1mf. L1 ED 294 777
China: Issues and Prospects in Education. Annex 1 to China, Long-Term Development Issues and Options. A World Bank Country Study.
99p. 2mf. L2 ED 294 830

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.
Children and Family Breakdown. Report on a WHO Meeting (Kiel, West Germany, December 4-7, 1984). EURO Reports and Studies 101.
64p. 1mf. L2 ED 294 088

World Health Organization, Geneva (Switzerland).
Reviewing Health Manpower Development. A Method of Improving National Health Systems. Public Health Papers No. 83.
152p. 2mf. L2 ED 294 023

Worldwatch Inst., Washington, D.C.
Rethinking the Role of the Automobile. Worldwatch Paper No. 84.
75p. 1mf. L2 ED 294 742

Wyoming Univ., Laramie.
University of Wyoming Centennial Committees. Report to the Trustees, October 1987.
219p. 3mf. L1 ED 294 500